

AN EVALUATION OF COUNSELING BY COLLEGE-BOUND
AND NON-COLLEGE-BOUND SENIORS

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by
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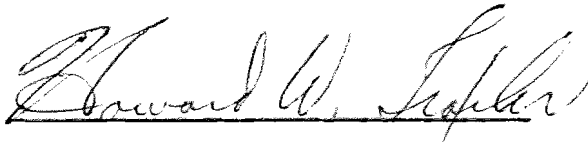
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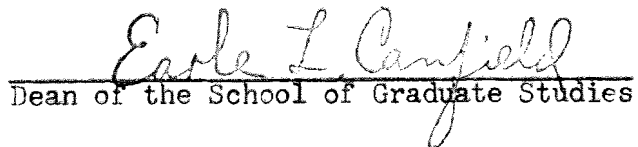

Dean of the School of Graduate Studies

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CHAPTER I

INTRODUCTION

In schools today there is a growing recognition of the importance of the guidance counselor. Laws have been passed requiring counselors in all school systems and requiring specified ratios of students to counselor. As a result, all students should have access to a counselor. How effective is the high school guidance counselor in the eyes of the students? Does the counselor meet the needs of the majority of the students, or does the counselor orient his program toward a particular group? By the time a student is a senior in high school, he is usually in one of two general groups, those who are going on to school to further their education, the college-bound; and those who are not going on to further their education, the non-college-bound. Each group has questions and problems that require assistance from a high school counselor. Can the counselor give equal time to each group and do a good job, or does he have to specialize in one area at the expense of the other? Does the counselor give more attention to the college-bound, the non-college-bound, or does he distribute his program evenly between the two? If the counselor is to be effective in either group he must meet the students' needs. Does the counselor perceive these needs and does he stress the characteristics, and services and procedures that the students feel are important? To answer these and other questions, it is necessary to turn to the student and see how he feels about his counselor and the counseling and guidance program.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to (1) determine what college-bound and non-college-bound seniors liked about their counselor and counseling and guidance programs; and (2) to determine what college-bound and non-college-bound seniors would like to have changed in their counselor and counseling and guidance program. In addition to these two major objectives the study compared (1) value ratings of boys and girls in each group and to the other group, (2) sex of counselor used the most, (3) sex of counselor the students preferred, and (4) frequency of using the counselor.

Importance of the study. The evaluations resulting from this project should point out some of the characteristics of a counselor and of a guidance and counseling program that students rate important or not important. It should also point out whether the students' opinions of the values of certain characteristics coincide with those of the counselors. Does the counselor stress and exhibit those characteristics the students feel are important, and does the counselor do things that students feel are not important?

Unless evaluation of a counseling program takes place, the effectiveness of that program will never be known. If the same practices are used year after year, the effectiveness of these practices must be known. If the counselor and his program are not meeting the needs of a majority of students, changes are needed.

Procedure. The first phase of this study was to review the available literature relating to guidance and counseling. From these sources, a list of favorable characteristics for a counselor was compiled. A list of services and procedures of an effective guidance program was also compiled. This resulted in a questionnaire listing twenty-seven characteristics of a counselor and thirty-three characteristics of the services and procedures of the guidance and counseling program.

The second phase of the project was the selection of the population and the method for responding to the questionnaire. The study was confined to seven suburban high schools of Des Moines, Iowa. They were: Urbandale, Ankeny, Norwalk, West Des Moines, Johnston, Saydel, and Southeast Polk. The investigator requested of the counselors of the two smallest schools, Johnston and Norwalk, that they identify twenty college-bound and twenty non-college-bound seniors from their student body, with the groups of twenty to each contain ten girls and ten boys. The investigator also requested of the counselors of the five remaining schools that they identify forty college-bound and forty non-college-bound seniors from each, with the groups of forty to each contain twenty girls and twenty boys.

The total number of questionnaires given out was 240 designated for each category of college-bound and non-college-bound. The questionnaires returned however, were 258 college-bound, eighteen larger than requested, and 148 non-college-bound, ninety-two smaller than requested.

The return by sexes was 205 by females, and 201 by males. From these returns, the questionnaire findings were compiled.

Since the questionnaire should indicate what characteristics students expected of a counselor and the counseling and guidance program and since findings were compared to indicate counselors' views, a comparative rating scale was devised. The scale had a range of one to five, with one for "most important," and five, "least important." To each of their ratings respondents would answer "yes," "no," or "sometimes" to indicate whether their school situation met their value rating.

The third phase of the project was delivering the questionnaires to the schools. In each case the counselor was used to: (1) administer the questionnaire, and (2) randomly select students for the group. Different colored questionnaires were sent to each school. This was done for purposes of identification, so that the counselor of each school could have the completed questionnaires returned on completion of the project.

The last phase of the project was the tabulation of the questionnaires. Each question was tabulated to find (1) the value rating of college-bound and non-college-bound, (2) ratings of male and female in each group, (3) if students' ratings were met in their school situation, (4) how often the counselor was used, and (5) the sex of the counselor used.

Definition of terms. The following definition of terms used in this field report is given:

College-bound. The term "college-bound" includes those students who are going to a four-year or two-year accredited college.

Non-college-bound. The term "non-college-bound" includes those students who are not going on to a four-year or two-year accredited college.

The frequency of the use of the counselor was defined as, (1) very often: once a week, (2) frequently: twice a month, (3) occasionally: three or four times a semester, (4) very little: once or twice a year, and (5) not at all.

II. REVIEW OF LITERATURE

This study depends entirely on the results of a questionnaire. Many sources were consulted to find what criteria and qualities are needed to make an effective counselor and guidance program. There are many different points of view; however, many key qualities were agreed upon by many of these sources. These qualities and characteristics made up the content of the questionnaire. The following discussion summarizes, in general, the different major views regarding the counselor and the counseling and guidance program.

A study conducted by Roeber indicated how students felt toward their counselor. Roeber gave a questionnaire to a random sample of eight thousand Phoenix High School students. The results showed that the students preferred counselors to others (parents, teachers) for help

with all kinds of problems. The students felt that a counselor's top roles were to: (1) help the student understand his abilities and interests, (2) help student to get along with others, and (3) help student to increase his self confidence. In addition to these factors, the students indicated that the boys preferred to counsel with a male and the girls with a female counselor.¹

Another study of student opinions was conducted by Staudenmeier. His general conclusions were that male and female counselees generally looked for the same qualities in a counselor. Respondents listed qualities that they determined to be important in making a counselor effective. Staudenmeier stated:

The male view of counselor characteristics lending to an effective relationship included the following: (1) exhibit honesty, (2) establish a non-threatening atmosphere, (3) appear sensitive to counselees feelings and attitudes, (4) and communicate interest in, understanding of, and availability to counselee.²

Many of the people in guidance agree with the belief that to be effective in a counseling situation the counselor has to exhibit characteristics of friendliness, understanding, respect for and belief in the worth of the individual, attitudes of acceptance, permissiveness, empathy, sense of humor, common sense, objectivity, and freedom from

¹Edward C. Roeber, The School Counselor (New York: The Center for Applied Research and Education, Inc., 1964), p. 19.

²James J. Staudenmeier, "Student Perception of Counselor and Behavior Contributing to a Helping Relationship," The School Counselor, XV, No. 3 (November, 1967), 115.

prejudice. Measurement of many of these qualities, as pointed out by Shertzer and Stone, is made difficult at the outset by semantic obstacles and vagueness of concepts. Shertzer and Stone stated that the therapeutic relationship depends on the therapist himself and not a given school of counseling theory.¹ Rogers backed the idea that the counselor is the key to an effective relationship. He stated: "The qualities to be desired in a counselor are congruence, empathy, unconditional positive regard for client, and communication of these attitudes to the client."²

Blocher concurred with the idea of Shertzer and Stone that a given school of counseling theory is less important than the relationship of the counseling situation. Blocher concluded that probably the most serious danger for the beginning counselor in approaching the interview situation is that he may become fixated with problems of techniques. Blocher felt the counselor loses the qualities of, "sincerity, spontaneity and concern for the client that make a genuine counseling relationship." He said:

Techniques are helpful only when they are internalized by the counselor and incorporated into his natural pattern of counseling behavior. The most basic skill in the counseling interview

¹Bruce Shertzer and Shelly C. Stone, Fundamentals of Guidance (Boston: Houghton Mifflin Company, 1966), p. 105.

²Carl C. Rogers, "The Interpersonal Relationship: The Core of Guidance," Harvard Education Review, XXXII (Fall, 1962), 420.

is the task of listening. For the counselor, the ability to structure the counseling process is based primarily upon his knowledge of himself, his values, his attitudes, and his limitations.¹

The counselor may have these characteristics. Will this guarantee that an effective relationship will result, and that the client will be free to express himself? Tyler commented:

It is in the relatively calm, non-threatening counseling atmosphere that a person is most likely to be able to face confusions courageously: to sort out from the ideals and values that he has been exposed to the ones which are valid for him and thus come out with a workable philosophy of life.²

There are a number of sources including Wrenn, Vartress, Krumboltz, and Arbuckle that have believed the important element in all personnel work is the quality of the relationship established. They have stressed the idea that counseling is a dynamic and purposeful relationship between two people in which procedures vary with the nature of the students' needs, but in which there is always mutual participation by the counselor and the student, with the focus upon self-clarification and self-determination by the student. It seems that the nature of the rapport determines not only the clients' willingness to accept the counselor but the fluency of self disclosure as well. As Krumboltz stated: "When a counselor reflects feeling, he is

¹Donald H. Blocher, Developmental Counseling (New York: The Ronald Press Company, 1966), p. 156.

²Leona E. Tyler, The Work of the Counselor (New York: Appleton Century Crofts, Inc., 1961), p. 7.

encouraging the client to move further in the same direction if his needs demand this."¹

A counselor is a person, therefore he is going to hold values. The student is a person and he is going to hold values. Both of these people must accept each other as a person to have an effective counseling situation. Rapport difficulties may spring from the counselor's ignorance of his client, and many times students may lead lives and hold values that are in the main unknown. The key quality according to these sources is that they are accepted as they are, but what about counselor values? Williamson commented: "The counselor can play a very crucial role as one instrumental in giving values and commitments to students. That is, the counselor himself may be perceived by each student as a value system, a possible role model."²

There are many different concepts as to what the counselor should give priority of importance. However, the underlying theme in all of these sources is the individual. He is the one the counselor must not lose sight of, regardless of the numerous tasks which confront the counselor. It is his life and his future the counselor is assisting in building. Bancroft gave his view on what is important for the counselor,

¹John D. Krumboltz, Revolution in Counseling (Boston: Houghton Mifflin Company, 1966), p. 106.

²E. G. Williamson, "Value Options and the Counseling Relationship," Personnel & Guidance Journal, XXXIV, No. 6 (February, 1966), 619.

The counselor's major emphasis, without question, must be upon meeting the needs of the individual. To work effectively, the counselor must be interested in their needs, understand, accept, and respect them. In addition, the counselor needs to develop this same attitude among all members of the professional staff.¹

Adams had a view similar to that of Bancroft. Adams stated in relation to what is important in guidance the following:

With increasing frequency, it is feasible to discern trends which identify a school counselor's major goal or commitment: he is primarily concerned with helping each student towards higher levels of personal planning, decision making, and development within the context of social opportunities and freedom on the one hand and social realities and responsibilities on the other hand.²

Perhaps the best judge of the counselor's most important tasks is the counselor. Two studies will be mentioned. The first involved a questionnaire sent by Peters to guidance people. Peters stated,

Most guidance workers urge the establishment of five well defined guidance services as a means to an effective integrated program. These are (1) the individual inventory service, (2) information service, (3) counseling service, (4) placement service, and (5) followup service.³

The other study was done by Sweeney who sent questionnaires to counselors and their principals. The principal and the counselor each

¹John F. Bancroft, "Counseling the Disadvantaged Child," School Counselor, XIV, No. 3 (January, 1967), 150.

²Jafes F. Adams, Counseling and Guidance (New York: Macmillan Company, 1965), p. 9.

³Herman S. Peters, "Strategy for Guidance," Guidance Readings for Counselors (Chicago: Rand McNally and Company, 1960), p. 442.

ranked what they felt were the most important functions of a counselor.

The results were as follows:

The counselors ranked the following in order of importance: (1) providing services to individual students, (2) establishing and maintaining staff relationships, (3) establishing and maintaining community relationships. In general, counselors were more concerned with working with students and accepting professional responsibilities, while the administration wants the counselor working with staff members and promoting the general school program.¹

As a result of this review of literature, lists of favorable counselor characteristics and services and procedures of an effective guidance program were compiled. These lists were incorporated into the questionnaire of this study.

¹Thomas J. Sweeney, "School Counselors as Perceived by School Counselors and their Principals," Personnel & Guidance Journal, XXXIV, No. 8 (September-June, 1965-1966), 855.

CHAPTER II

DISCUSSION OF THE DATA

Within this chapter, the investigator will report the results of the questionnaire returns from 406 high school seniors. The questionnaire return was 258 college-bound, eighteen larger than requested, and 148 non-college-bound, ninety-two smaller than requested. The return by sexes was 205 by females, 201 by males. From these returns, the questionnaire findings were compiled.

I. PRESENTATION OF DATA

As to the sex of the counselor whose services the respondents used most frequently the returns from the non-college-bound were as follows:

	<u>Non-College-Bound</u>			
	<u>Girls</u>		<u>Boys</u>	
	<u>Num- ber</u>	<u>Per Cent</u>	<u>Num- ber</u>	<u>Per Cent</u>
Male Counselor	52	63.	53	80.
Female Counselor	<u>30</u>	<u>37.</u>	<u>13</u>	<u>20.</u>
Total	82	100.	66	100.

The returns from college-bound subjects were as follows:

	<u>College-Bound</u>			
	<u>Girls</u>		<u>Boys</u>	
	<u>Num- ber</u>	<u>Per Cent</u>	<u>Num- ber</u>	<u>Per Cent</u>
Male Counselor	88	72.	110	81.
Female Counselor	<u>35</u>	<u>28.</u>	<u>25</u>	<u>19.</u>
Total	123	100.	135	100.

From the preceding data, the investigator observed that male counselors were used more frequently than female counselors by both girls and boys, whether or not college-bound.

Another aspect of the sex preference for counselors was explored by the question, "Do you prefer a counselor of your own sex?" The replies from the non-college-bound were as follows:

		<u>Non-College-Bound</u>			
		<u>Girls</u>		<u>Boys</u>	
		<u>Num-</u>	<u>Per</u>	<u>Num-</u>	<u>Per</u>
		<u>ber</u>	<u>Cent</u>	<u>ber</u>	<u>Cent</u>
Those Having Male Counselor					
	Yes	9	17.	38	71.
	No	30	58.	8	16.
	Uncertain	13	25.	7	13.
Total		<u>52</u>	<u>100.</u>	<u>53</u>	<u>100.</u>
Those Having Female Counselor					
	Yes	19	63.	5	40.
	No	5	17.	4	30.
	Uncertain	6	20.	4	30.
Total		<u>30</u>	<u>100.</u>	<u>13</u>	<u>100.</u>

The returns from college-bound subjects were as follows:

		<u>College-Bound</u>			
		<u>Girls</u>		<u>Boys</u>	
		<u>Num-</u>	<u>Per</u>	<u>Num-</u>	<u>Per</u>
		<u>ber</u>	<u>Cent</u>	<u>ber</u>	<u>Cent</u>
Those Having Male Counselor					
	Yes	14	16.	81	74.
	No	38	44	7	6.
	Uncertain	36	40.	22	20.
Total		<u>88</u>	<u>100.</u>	<u>110</u>	<u>100.</u>
Those Having Female Counselor					
	Yes	19	54.	11	44.
	No	6	18.	3	12.
	Uncertain	10	28.	11	44.
Total		<u>35</u>	<u>100.</u>	<u>35</u>	<u>100.</u>

The data on this question indicate that college-bound and non-college-bound males preferred male counselors; however, the preference percentage was less in cases where the males had female counselors. College-bound and non-college-bound females on the other hand, who had male counselors were either uncertain as to choice or did not prefer a counselor of their own sex. Those females who had a female counselor indicated that they preferred a counselor of their own sex.

As to how often the respondents used the services of the counselor the returns from the non-college-bound were as follows:

	<u>Total Group</u>		<u>Girls</u>		<u>Boys</u>	
	<u>Num- ber</u>	<u>Per Cent</u>	<u>Num- ber</u>	<u>Per Cent</u>	<u>Num- ber</u>	<u>Per Cent</u>
Very Often	7	4.	4	5.	3	4.
Frequently	11	7.	6	7.	5	7.
Occasionally	48	33.	31	38.	17	26.
Very Little	82	56.	41	50.	41	63.
Not at all	0	0.	0	0.	0	0.
Total	148	100.	82	100.	66	100.

The response from the college-bound subjects was as follows:

	<u>Total Group</u>		<u>Girls</u>		<u>Boys</u>	
	<u>Num- ber</u>	<u>Per Cent</u>	<u>Num- ber</u>	<u>Per Cent</u>	<u>Num- ber</u>	<u>Per Cent</u>
Very Often	12	5.	5	4.	7	5.
Frequently	35	13.	21	18.	14	11.
Occasionally	142	55.	71	58.	71	53.
Very Little	69	27.	26	20.	43	31.
Not at all	0	0.	0	0.	0	0.
Total	258	100.	123	100.	135	100.

From the above data, the investigator observed that college-bound respondents, both girls and boys, used the counselor more often than did the non-college bound respondents.

Data on counselor characteristics. Twenty-seven counselor characteristics were listed, with respondents asked to rate the characteristics as extremely important, moderately important, of little importance, of no importance but not detrimental, and unfavorable. The total questionnaire results may be referred to in the Appendixes.

From all respondents, the characteristics most often rated as extremely important were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Males</u>	<u>Females</u>
Easy to talk with	357	171	186
Honest	356	168	188
Gives reliable information	345	168	177
Friendly	344	167	177
Tries to help solve problems	338	171	167
Dependable	335	155	180
Keeps things in confidence	327	142	185
Accepts you as you are	307	139	168
Good listener	304	133	171

From college-bound respondents, characteristics most often rated as extremely important were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Males</u>	<u>Females</u>
Easy to talk with	235	118	117
Gives reliable information	229	113	116
Honest	228	113	115
Friendly	219	112	107

<u>Characteristic</u>	<u>Total Number</u>	<u>Males</u>	<u>Females</u>
Tries to help solve problems	213	113	100
Dependable	212	100	112
Keeps things in confidence	210	95	115

From non-college-bound respondents, characteristics most often rated as extremely important were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Males</u>	<u>Females</u>
Honest	128	55	73
Friendly	125	55	70
Tries to help solve problems	125	58	67
Dependable	123	55	68
Easy to talk with	122	53	69
Accepts you as you are	119	46	73
Keeps things in confidence	117	47	70
Gives reliable information	116	55	61
Patient	115	51	64

The college-bound and non-college-bound respondents agreed on extremely important characteristics with the exception of two characteristics. The non-college-bound rated the characteristics of "patience" and "accepts you as you are" as extremely important whereas the college-bound subjects did not.

In regard to these counselor characteristics rated extremely important, the following responses indicate respondents' feelings as to whether their counselors had these characteristics:

<u>Characteristic</u>	<u>Male</u>				<u>Female</u>			
	<u>Yes</u>	<u>No</u>	<u>Some- times</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Some- times</u>	<u>?</u>
Honest	162	3	2	1	174	3	11	
Friendly	157	2	8		165	3	9	
Tries to help solve problems	149	8	14		150	4	13	
Gives reliable information	142	9	16	1	146	11	19	1
Easy to talk with	142	13	14	2	140	13	33	
Dependable	129	12	14		158	8	13	1
Good listener	121	3	9		148	3	20	
Keeps things in confidence	121	8	6	7	153	12	17	3
Accepts you as you are	116	9	14		140	9	18	1

College bound respondents' feelings as to whether their coun-
selors had these characteristics were:

<u>Characteristic</u>	<u>Male</u>				<u>Female</u>			
	<u>Yes</u>	<u>No</u>	<u>Some- times</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Some- times</u>	<u>?</u>
Honest	109	2	1	1	106	1	8	
Friendly	106	1	5		100	1	6	
Easy to talk with	99	9	8	2	88	7	22	
Tries to help solve problems	98	5	10		87		13	
Gives reliable informa- tion	94	7	12		91	9	15	1
Dependable	79	8	13		96	6	10	
Keeps things in confidence	79	7	5	4	94	8	12	1

Non-college-bound respondents' feelings as to whether their counselors had these characteristics were:

<u>Characteristic</u>	<u>Male</u>				<u>Female</u>			
	<u>Yes</u>	<u>No</u>	<u>Some- times</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Some- times</u>	<u>?</u>
Honest	53	1	1		68	2	3	
Tries to help solve problems	51	3	4		63	4		
Friendly	51	1	3		65	2	3	
Dependable	50	4	1		62	2	3	1
Gives reliable information	48	2	4	1	55	2	4	
Patient	46	2	3		56	3	5	
Easy to talk with	43	4	6		52	6	11	
Keeps things in confidence	42	1	1	3	59	4	5	2
Accepts you as you are	37	5	4		60	6	7	

The responses from the college-bound and non-college-bound subjects indicated the majority felt their counselors had these extremely important characteristics. Both groups indicated satisfaction with their counselors' characteristics.

Data on characteristics of guidance services and procedures.

Thirty-three characteristics of the services and procedures of the guidance program were listed with respondents asked to rate the characteristics as extremely important, moderately important, of little importance, of no importance but not detrimental, and unfavorable.

From all respondents, the characteristics most often rated as extremely important were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Male</u>	<u>Female</u>
Counselor should establish a non-threatening atmosphere	335	156	179
The information the counselor gives should be reliable and accurate (not: "I guess," "I think," "Might be," etc.)	307	144	163
Counselor's office should be an information center for college-bound students (requirements, costs, etc.)	307	149	158
Counselor should give the student alternatives and then let him make his own decision	304	145	159
Counselor's file should have thorough record on each student	291	142	149
All interviews should be held in strict confidence	278	128	150

From college-bound respondents, characteristics most often rated as extremely important were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Male</u>	<u>Female</u>
Counselor should establish a non-threatening atmosphere	219	108	111
Counselor's office should be an information center for college-bound students (requirements, costs, etc.)	212	106	106
The information the counselor gives should be reliable and accurate (Not: "I guess," "I think," "Might be," etc.)	205	101	104
Counselor should give the student alternatives and then let him make his own decision	200	103	97
Counselor's file should have thorough record on each student	196	102	94
All interviews should be held in strict confidence	183	88	95

From non-college-bound respondents, characteristics most often rated as extremely important were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Male</u>	<u>Female</u>
Counselor should establish a non-threatening atmosphere	116	48	68
Counselor should give the student alternatives and then let him make his own decision	104	42	62
The information the counselor gives should be reliable and accurate (Not: "I guess," "I think," "Might be," etc.)	102	43	59
Students should be able to talk to the counselor anytime with no appointments necessary	95	46	49
Counselor's office should be information center for college-bound students (requirements, costs, etc.)	95	43	52
All interviews should be held in strict confidence	95	43	52
Counselor's file should have thorough record on each student	95	40	55

The college-bound and non-college-bound respondents agreed on extremely important characteristics with the exception of one characteristic. The non-college-bound rated the characteristic of "Students should be able to talk to the counselor anytime with no appointments necessary" as extremely important whereas the college-bound subjects did not.

In regard to these characteristics of the services and procedures of the guidance program that were rated extremely important, the following responses indicated respondents' feelings as to whether their guidance program had these characteristics:

<u>Characteristic</u>	<u>Yes</u>	<u>No</u>	<u>Male Some- times</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Female Some- times</u>	<u>?</u>
Counselor should establish a non-threatening atmosphere	140	9	7		164	7	6	2
Counselor's office should be an information center for college-bound students (requirements, costs, etc.)	135	6	8		152	3	3	
Counselor's file should have thorough record on each student	131	6	3	2	133	6	5	5
Counselor should give the student alternatives and then let him make his own decision	127	12	6		145	4	9	1
All interviews should be held in strict confidence	112	8	6	2	133	5	8	4
The information the counselor gives should be reliable and accurate (not: "I guess," "I think," "Might be," etc.)	107	19	18		122	22	20	1

College-bound respondents' feelings as to whether their guidance program had these characteristics were:

<u>Characteristic</u>	<u>Yes</u>	<u>No</u>	<u>Male Some- times</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Female Some- times</u>	<u>?</u>
Counselor should establish a non-threatening atmosphere	99	4	5		105	2	4	
Counselor's file should have thorough record on each student	97	2	2	1	81	3	5	5
Counselor's office should be information center for college-bound students (requirements, costs, etc.)	96	3	7		103	1	2	

<u>Characteristic</u>			<u>Male</u>				<u>Female</u>			
	<u>Yes</u>	<u>No</u>	<u>Some-</u>	<u>times</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Some-</u>	<u>times</u>	<u>?</u>
Counselor should give the student alternatives and then let him make his own decision	91	7	5			89	2	5		1
The information the counselor gives should be reliable and accurate (not "I guess," "I think," "Might be," etc.)	75	10	16			70	15	18		1
All interviews should be held in strict confidence	75	5	6	2		86	3	4		2

From non-college-bound respondents' feelings as to whether their guidance program had these characteristics were:

<u>Characteristic</u>			<u>Male</u>				<u>Female</u>			
	<u>Yes</u>	<u>No</u>	<u>Some-</u>	<u>times</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Some-</u>	<u>times</u>	<u>?</u>
Counselor should establish a non-threatening atmosphere	41	5	2			59	5	2		2
Counselor's office should be information center for college-bound students (requirements, costs, etc.)	39	3	1			49	2	1		
All interviews should be held in strict confidence	37	3				47	2	4		2
Counselor should give the student alternatives and then let him make his own decision	36	5	1			56	2	4		
Students should be able to talk to the counselor anytime with no appointments necessary	36	10				43	4	2		
Counselor's file should have thorough record on each student	34	4	1	1		52	3			

<u>Characteristic</u>			<u>Male</u>				<u>Female</u>	
	<u>Yes</u>	<u>No</u>	<u>Some-</u> <u>times</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Some-</u> <u>times</u>	<u>?</u>
The information the counselor gives should be reliable and accurate (not: "I guess," "I think," "Might be," etc.)	32	9	2		50	7	2	

The responses from the college-bound and non-college-bound subjects indicated the majority felt their guidance programs had these extremely important characteristics. The characteristic of giving reliable information received a larger "no" return from all subjects than did any other characteristic. There was no important difference in response by sex.

From all respondents, the counselor characteristics most often rated as unfavorable were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Males</u>	<u>Females</u>
Attractive	12	10	2
Moralistic	10	4	6
Optimistic	8	5	3

From college-bound respondents, counselor characteristics most often rated as unfavorable were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Males</u>	<u>Females</u>
Attractive	8	7	1
Moralistic	6	1	5
Optimistic	4	3	1

From non-college-bound respondents, counselor characteristics most often rated as unfavorable were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Males</u>	<u>Females</u>
Attractive	4	3	1
Moralistic	4	3	1
Optimistic	4	2	2
Sociable	3	1	2

The college-bound and non-college-bound respondents agreed on unfavorable characteristics with the exception of one characteristic. The non-college-bound rated the characteristic of "sociable" as being unfavorable whereas the college bound did not.

In regard to these counselor characteristics rated unfavorable, the following responses indicated respondents' feelings as to whether their counselors had these characteristics?

<u>Characteristic</u>	<u>Male</u>		<u>?</u>	<u>Female</u>		<u>?</u>
	<u>Yes</u>	<u>No</u>		<u>Yes</u>	<u>No</u>	
Attractive	5	5		1	1	
Moralistic	2	2		1	4	1
Optimistic	3	2		1	1	1

College-bound respondents' feelings as to whether their counselors had these characteristics were:

<u>Characteristic</u>	<u>Male</u>		<u>?</u>	<u>Female</u>		<u>?</u>
	<u>Yes</u>	<u>No</u>		<u>Yes</u>	<u>No</u>	
Attractive	4	3			1	
Moralistic	1			1	3	1
Optimistic	2	1			1	

Non-college-bound respondents' feelings as to whether their counselors had these characteristics were:

<u>Characteristic</u>	<u>Male</u>			<u>?</u>	<u>Female</u>			<u>?</u>
	<u>Yes</u>	<u>No</u>	<u>Some- times</u>		<u>Yes</u>	<u>No</u>	<u>Some- times</u>	
Attractive	1	2			1			
Moralistic	1	2			1			
Optimistic	1	1			1	1		
Sociable		1			1	1		

The responses from the college-bound and non-college-bound subjects indicated half of the respondents in each category thought their counselor had these unfavorable characteristics.

From all respondents, the characteristics of the services and procedures of the guidance program most often rated as unfavorable were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Male</u>	<u>Female</u>
Counselor should interview by appointment only	199	86	113
Counselor should mainly be concerned with high achievers	174	72	102
Counselor should mainly be concerned with low achievers	117	47	70
Counselor should arrange the student's class schedule	115	43	72
Counselor should give moral and spiritual advice	114	63	51
Tests should be mainly I.Q. Tests	110	46	64
Counselor's primary job should be helping those with academic problems	83	35	48

From college-bound respondents, characteristics most often rated as unfavorable were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Male</u>	<u>Female</u>
Counselor should interview by appointment only	134	64	70
Counselor should mainly be concerned with high achievers	110	49	61
Counselor should mainly be concerned with low achievers	85	36	49
Counselor should arrange the student's class schedule	74	31	43
Counselor should give moral and spiritual advice	72	42	30
Tests should mainly be I.Q. tests	68	27	41
Counselor's primary job should be helping those with academic problems	63	28	35

From non-college-bound respondents, characteristics most often rated as unfavorable were:

<u>Characteristic</u>	<u>Total Number</u>	<u>Male</u>	<u>Female</u>
Counselor should interview by appointment only	65	22	43
Counselor should mainly be concerned with high achievers	64	23	41
Counselor should give moral and spiritual advice	42	21	21
Tests should be mainly I.Q. tests	42	19	23
Counselor should arrange the student's class schedule	41	12	29
Counselor visits the student's parents	33	11	22
Counselor should mainly be concerned with low achievers	32	11	21

The college-bound and non-college-bound respondents agreed on unfavorable characteristics of services and procedures of guidance with the exception of two characteristics. Non-college-bound subjects rated the characteristic "Counselor visits the student's parents" as unfavorable and the college-bound did not. The college-bound rated the characteristic "Counselor's primary job should be helping those with academic problems" as unfavorable whereas the non-college-bound did not. There was no important difference in response by sex.

In regard to these characteristics of the services and procedures of the guidance program that were rated unfavorable, the following responses indicated respondents' feelings as to whether their guidance program had the characteristics rated unfavorable:

<u>Characteristic</u>			<u>Male</u>		<u>Female</u>			
	<u>Yes</u>	<u>No</u>	<u>Some-</u> <u>times</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Some-</u> <u>times</u>	<u>?</u>
Counselor should mainly be concerned with high achievers	36	33	3		48	48	6	
Counselor should interview by appointment only	34	43	8	1	56	51	6	
Counselor should give moral and spiritual advice	35	24	3	1	24	23	3	1
Counselor should mainly be concerned with low achievers	25	18	3	1	36	32	2	
Counselor should arrange the student's class schedule	18	24	1		31	35	5	1

<u>Characteristic</u>			<u>Male</u>				<u>Female</u>			
	<u>Yes</u>	<u>No</u>	<u>Some-</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Some-</u>	<u>?</u>	<u>Yes</u>	<u>No</u>
Tests should be mainly I.Q. tests	22	22	2		24	32	6			
Counselor's primary job should be helping those with academic problems	17	15	1	2	22	25	1			

College-bound respondents' feelings as to whether their guidance program had unfavorable characteristics were:

<u>Characteristic</u>			<u>Male</u>				<u>Female</u>			
	<u>Yes</u>	<u>No</u>	<u>Some-</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Some-</u>	<u>?</u>	<u>Yes</u>	<u>No</u>
Counselor should interview by appointment only	28	28	7	1	40	27	3			
Counselor should mainly be concerned with high achievers	28	20	1		32	24	5			
Counselor should mainly be concerned with low achievers	17	15	3	1	29	20				
Counselor should give moral and spiritual advice	23	16	2	1	15	12	2	1		
Counselor should arrange the student's class schedule	13	18			20	19	3	1		
Counselor's primary job should be helping those with academic problems	15	10	1	2	17	17	1			
Tests should mainly be I.Q. tests	16	11	—	—	16	18	5	2		
Total	140	118	14	5	169	137	19	4		

Non-college-bound respondents' feelings as to whether their guidance program had unfavorable characteristics were:

<u>Characteristic</u>	<u>Male</u>				<u>Female</u>			
	<u>Yes</u>	<u>No</u>	<u>Some-</u> <u>times</u>	<u>?</u>	<u>Yes</u>	<u>No</u>	<u>Some-</u> <u>times</u>	<u>?</u>
Counselor should mainly be concerned with high achievers	8	13	2		16	24	1	
Counselor should interview by appointment only	6	15	1		16	24	3	
Counselor should give moral and spiritual advice	12	8	1		9	11	1	
Counselor should arrange the student's class schedule	5	6	1		11	16	2	
Counselor should mainly be concerned with low achievers	8	3			7	12	2	
Counselor visits the student's parents	4	6	1		11	7	4	
Tests should be mainly I.Q. tests	<u>6</u>	<u>11</u>	<u>2</u>		<u>8</u>	<u>14</u>	<u>3</u>	
Total	49	62	8		78	108	14	

The responses from the college-bound subjects indicated that a substantial number felt their counseling program had unfavorable characteristics. From the preceding tabular presentation, grand totals of "yes" and "no" responses from both boys and girls were 309 and 255, respectively, with a total of forty-two responses in other ratings. Hence most college-bound respondents indicated their counseling program had unfavorable aspects.

The non-college-bound also indicated unfavorable characteristics in their program. From the preceding presentation, grand totals of "yes"

and "no" responses from both boys and girls were 127 and 170, respectively, with a total of twenty-two responses in other ratings. Hence non-college-bound respondents were more likely than college-bound to deny the existence of unfavorable aspects in their counseling programs. A review of the responses of boys and girls to questionnaire items indicated no important difference in response by sex.

CHAPTER III

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study was to (1) determine what college-bound and non-college-bound seniors liked about their counselor and counseling and guidance program, and (2) determine what college-bound and non-college-bound seniors would like improved in their counselor and counseling and guidance program. In addition to these two major objectives the study compared (1) value ratings of boys and girls in each group and to the other group, (2) sex of counselor used the most, (3) sex of counselor the students preferred, and (4) frequency of using the counselor.

The evaluations of this project should point out some of the characteristics of a counselor and of a guidance and counseling program that students rate important or not important. It should also point out if what the students value as important coincides with what the counselor values as important. Does the counselor stress and exhibit those characteristics the students feel are important, and does the counselor do things that students feel are not important?

The first phase of the study was to review the pertinent available literature relating to guidance and counseling. From these sources, a list of favorable characteristics for a counselor and a list of services and procedures of an effective guidance program were compiled. This compilation resulted in a questionnaire listing twenty-seven characteristics of a counselor and thirty-three characteristics of the

services and procedures of the guidance and counseling program.

The second phase of the project was the selection of the population and the method for responding to the questionnaire. The study was confined to seven suburban high schools of Des Moines, Iowa. They were: Urbandale, Ankeny, Norwalk, West Des Moines, Johnston, Saydel, and Southeast Polk. The investigator requested of the counselors of the two smallest schools, Johnston and Norwalk, that they identify twenty college-bound and twenty non-college-bound seniors from their student body, with the groups of twenty to each contain ten girls and ten boys. The investigator also requested of the counselors of the five remaining schools that they identify forty college-bound and forty non-college-bound seniors from each, with the groups of forty to each contain twenty girls and twenty boys.

The total questionnaires given to counselors for administration were 480 with 240 designated for each category of college bound and non-college-bound, eighteen larger than requested, and 148 non-college-bound, ninety-two smaller than requested. The return by sexes was 205 by females, and 201 by males. From these returns, the questionnaire findings were compiled.

Since the questionnaire should indicate what characteristics students expected of a counselor and the counseling and guidance program and since findings were compared to indicate counselors' views, a comparative rating scale was devised. The scale had a range of one to five, with one for "most important," and five, "least important."

To each of their ratings respondents would answer "yes," "no," or "sometimes" to indicate whether their school situation met their value rating.

The last phase of the project was the tabulation of the questionnaires. Each question was tabulated to find (1) the value ratings of characteristics by college-bound and non-college-bound students, (2) ratings of male and female students in each group, (3) if students' ratings were met in their school situation, (4) how often the counselor was used, and (5) the sex of the counselor used.

The preliminary page of the questionnaire indicated that:

1. Male counselors were used more frequently than female counselors by both girls and boys, whether or not college-bound.
2. College-bound and non-college-bound males preferred male counselors; however, the preference percentage was less in cases where the male had female counselors.
3. College-bound and non-college-bound females who had male counselors were either uncertain as to choice or did not prefer a counselor of their own sex. Those females who had a female counselor indicated that they preferred a counselor of their own sex.
4. College-bound respondents used the counselor more often than did the non-college-bound students.

The first part of the questionnaire listed the twenty-seven counselor characteristics. The college-bound and non-college-bound respondents agreed on extremely important characteristics with the

exception of two characteristics. The non-college-bound rated the characteristics of "patience" and "accepts you as you are" as extremely important whereas the college-bound subjects did not. The second part of the response to each characteristic indicated that the majority of college-bound and non-college-bound subjects felt their counselors had these extremely important characteristics. Both groups indicated satisfaction with their counselors' characteristics.

The second part of the questionnaire listed thirty-three characteristics of the services and procedures of a guidance program. The college-bound and non-college-bound respondents agreed on extremely important characteristics with the exception of one characteristic. The non-college-bound rated the characteristic of "Students should be able to talk to the counselor anytime with no appointments necessary" as extremely important whereas the college-bound subjects did not. The second part of the response to each characteristic indicated that the majority of college-bound and non-college-bound subjects felt their guidance programs had these extremely important characteristics. The characteristic of giving reliable information received a larger "no" return from all subjects than did any other characteristic.

The counselor characteristics that were rated unfavorable were agreed on by the college-bound and non-college-bound respondents with the exception of one characteristic. The non-college-bound rated the characteristic of "sociable" as being unfavorable whereas the college-bound did not. The second part of the response to each characteristic

indicated that half of the respondents in each category thought their counselor had these unfavorable characteristics.

The college-bound and non-college-bound respondents agreed on unfavorable characteristics of services and procedures of guidance with the exception of two characteristics. Non-college-bound subjects rated the characteristic "Counselor visits the students' parents" as unfavorable and the college-bound did not.

The college-bound rated the characteristic "Counselor's primary job should be helping those with academic problems" as unfavorable whereas the non-college-bound did not. The second part of the response to each characteristic indicated that most college-bound respondents thought their counseling program had unfavorable aspects. Non-college-bound respondents were more likely than college-bound to deny the existence of unfavorable aspects in their counseling program.

II. CONCLUSIONS

In general, college-bound and non-college-bound students agreed on favorable and unfavorable characteristics of a counselor. In general, the counselors of these students had exhibited these favorable characteristics and exhibited a few of the characteristics the students rated unfavorable.

In the area of services and procedures of the guidance program, the college-bound and non-college-bound students, in general, agreed on favorable and unfavorable characteristics. The majority indicated

that their counseling programs had the characteristics they rated as favorable. However, a large number also indicated the counseling program had some of the characteristics they rated as unfavorable.

The response by college-bound and non-college-bound on all questions was, in general, similar. There was not any important difference in response by sex. The only areas that indicated a different reaction were (1) college-bound used the counselor more often than the non-college-bound, and (2) a preference of female counselors by females when their counselors had been female.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

Please answer the following six questions by marking the appropriate response.

1. Grade: Senior _____ Junior _____ Sophomore _____
2. Sex: Male _____ Female _____
3. Are you planning to go to college? Yes _____ No _____
4. What is the sex of the counselor whose services you use the most?
Male _____ Female _____
5. Do you prefer a counselor of your own sex?
Yes _____ No _____ Uncertain _____
6. How often do you use the services of the counselor?
____ 1. Very often (once a week)
____ 2. Frequently (twice a month)
____ 3. Occasionally (three or four times a semester)
____ 4. Very little (once or twice a year)
____ 5. Not at all

The remainder of the questionnaire will consist of what you think is important in a counselor's personal characteristics and what services you think are important in the guidance and counseling program. Please answer the questions as honestly and accurately as possible in the following procedure:

Left Hand Column:

Write Number 1 by the item if you feel it is Extremely Important.

Write Number 2 by the item if you feel it is Moderately Important.

Write Number 3 by the item if you feel it is Of Little Importance.

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Write Number 4 by the item if you feel it is of No Importance But Not
Detrimental To You.

Write Number 5 by the item if you feel it is Unfavorable To You.

Right Hand Column:

Write Yes if you feel your rating of importance is achieved in your school.

Write No if you feel your rating of importance is not achieved in your
school.

Write Sometimes if you feel your rating of importance is sometimes achieved
in your school.

Remember-the lower the number the higher the importance to you!
You will respond to each item twice. On the left you will write the
number which expresses the way you feel about the item. On the right
you will express by Yes, No, or Sometimes the way your school meets
your ideal rating. In short, is the counselor and the counseling pro-
gram meeting your standards of importance? Your help will set guide-
lines for better counseling in the future. If there are any questions,
please ask before going on to complete the questionnaire.

- Left Hand Column:
1. Extremely Important
 2. Moderately Important
 3. Of Little Importance
 4. Not Important but not Detrimental
 5. Unfavorable.

Right Hand Column: Yes, if school situation meets your rating,
No, if school situation does not meet your rating, and Sometimes if
school situation sometimes meets your rating.

Characteristics of the Counselor

How Important Do You
Rate the Character-
istic?

Does Your Counselor
Meet Your Value
Rating?

- | | | |
|-------|----|-------------|
| _____ | 1. | Friendly |
| _____ | 2. | Intelligent |
| _____ | 3. | Attractive |
| _____ | 4. | Patient |
| _____ | 5. | Accurate |

- | | |
|----|-------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |
| 4. | _____ |
| 5. | _____ |

How Important Do You
Rate the Character-
istic?

Does Your Counselor
Meet Your Value
Rating?

6.	Tolerant	6.
7.	Keeps Things in Confidence	7.
8.	Organized	8.
9.	Easy to Talk With	9.
10.	Neat	10.
11.	Honest	11.
12.	Accepts You As You Are	12.
13.	Sympathetic Understanding	13.
14.	Realistic	14.
15.	Cooperative	15.
16.	Gives Reliable Information	16.
17.	Sociable (takes part in activities)	17.
18.	Dependable	18.
19.	Optimistic (looks at the good side)	19.
20.	Good Listener	20.
21.	Has Positive Regard for Student	21.
22.	Sense of Humor	22.
23.	Lets Student Make Final Decisions	23.
24.	Sincere	24.
25.	Moralistic	25.
26.	Wide Range of Knowledge	26.
27.	Trys to Help Solve Problems	27.

If you have other important characteristics in
mind please list them and their
importance

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Left Hand Column:
1. Extremely Important
 2. Moderately Important
 3. Of Little Importance
 4. Not Important but Not Detrimental
 5. Unfavorable

Right Hand Column: Yes, if school situation meets your rating,
No, if school situation does not meet your rating, and Sometimes if
school situation sometimes meets your rating.

How Important Do You
Rate the Character-
istic?

Does Your School's Program Meet Your Value Rating?

- | | | |
|-----|--|-----|
| 1. | Counselor visits the students' parents | 1. |
| 2. | Counselor has a pleasant office | 2. |
| 3. | Tests should be mainly I.Q. tests | 3. |
| 4. | Counselor's file should have thorough record on each student | 4. |
| 5. | Counselor's office should be information center for non-college-bound students (vocational and military information, etc.) | 5. |
| 6. | Counselor should mainly be concerned with low achievers | 6. |
| 7. | Counselor should give moral and spiritual advice | 7. |
| 8. | Counselor should interview by appointment only | 8. |
| 9. | The counseling program should offer group meetings for those with common interests | 9. |
| 10. | All interviews should be held in strict confidence | 10. |
| 11. | Counselor should interpret test scores for the student | 11. |
| 12. | Counselor's office should be information center for college-bound students (requirements, costs, etc.) | 12. |
| 13. | Teacher and counselor should cooperate to get information about students | 13. |
| 14. | Counselor should make efforts to see students more often | 14. |
| 15. | Counselor should inform the student what course of action to take | 15. |
| 16. | Counselor should devote most of his time to students' personal problems | 16. |
| 17. | Counselor should establish a non-threatening atmosphere | 17. |
| 18. | Counselor should arrange the student's class schedule | 18. |
| 19. | Counselor should help students find jobs (permanent and part-time) | 19. |
| 20. | Counselor should have follow-up records on all students after they graduate | 20. |
| 21. | Counselor should refer problem students to professional help if he doesn't feel qualified to give necessary help | 21. |
| 22. | Counselor should help more with present problems rather than future plans | 22. |
| 23. | Counselor should have active contact with the community | 23. |
| 24. | Counselor should have college students come in and tell about college life | 24. |

How Important Do You
Rate the Character-
istic?

Does Your School's
Program Meet Your
Value Rating?

- | | |
|---|-----------|
| _____ 25. Have employers come in and talk about job require-
ments (getting a job, wages, etc.) | 25. _____ |
| _____ 26. The information the counselor gives should be reliable
and accurate (not: "I guess," "I think," "Might be,"
etc.) | 26. _____ |
| _____ 27. The counselor should <u>not</u> handle the discipline of
students | 27. _____ |
| _____ 28. Students should be able to talk to the counselor any-
time with no appointments necessary | 28. _____ |
| _____ 29. Counselor should give the student alternatives and
then let him make his own decision | 29. _____ |
| _____ 30. Counselor should mainly be concerned with high
achievers | 30. _____ |
| _____ 31. Counselor's primary job should be helping those with
academic problems | 31. _____ |
| _____ 32. Tests given should mainly measure interests | 32. _____ |
| _____ 33. Counselor should ask for constructive criticism from
the students to help him evaluate his program | 33. _____ |

If you have other important characteristics in mind please
list them and their importance

Thank you very much for your help!

APPENDIX B

CHARACTERISTICS OF THE COUNSELOR

COMBINED TOTAL MEN

NAME ADDRESS

RATING NUMBER	:	Question Number															
	:	1	2	3	4	5	6	7	8								
RATING-1		167	84.	128	63.	10	4.	131	65.	138	69.	99	50.	142	71.	115	58.
RATING-2		32	15.	69	35.	34	17.	63	32.	54	27.	78	38.	37	19.	72	35.
RATING-3				2	1.	97	50.	5	2.	5	2.	17	9.	18	8.	9	5.
RATING-4		2	1.	1	.5	48	25.	1	.5	2	1.	5	2.	3	1.5	4	1.5
RATING-5				1	.5	10	4.	1	.5	2	1.	2	1.	1	.5	1	.5
1-RA-Yes		201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.
1-RA-No		157	95.	115	90.	6	60.	118	90.	102	73.	86	87.	121	85.	93	80.
1-RA-ST.		2	1.	5	3.	4	40.	3	2.	9	8.	2	2.	8	6.	9	8.
1-RA-?		8	4.	8	7.			10	8.	26	18.	10	10.	6	4.	13	12.
										1	1.	1	1.	7	5.		
2-RA-Yes		167	100.	128	100.	10	100.	131	100.	138	100.	99	100.	142	100.	115	100.
2-RA-No		28	87.	57	83.	20	59.	57	91.	44	82.	66	85.	32	86.	52	72.
2-RA-ST.				5	7.	8	23.			5	9.	3	4.	2	6.	3	4.
2-RA-?		4	13.	7	10.	6	18.	4	6.	5	9.	8	10.	1	2.	15	21.
								2	3.			1	1.	2	6.	2	3.
3-RA-Yes		32	100.	69	100.	34	100.	63	100.	54	100.	78	100.	37	100.	72	100.
3-RA-No				2	100.	52	53.	4	80.	3	60.	11	64.	13	73.	5	56.
3-RA-ST.						35	35.			1	20.	5	30.	1	5.	2	22.
3-RA-?						6	6.	1	20.	1	20.	1	6.	4	22.	2	22.
						6	6.										
4-RA-Yes				2	100.	99	100.	5	100.	5	100.	17	100.	18	100.	9	100.
4-RA-No		1	50.	1	100.	22	46.	1	100.	1	50.	3	60.	1	33.	3	75.
4-RA-ST.						17	25.					2	40.	1	33.		
4-RA-?		1	50.			7	15.			1	50.			1	34.	1	25.
						2	4.										
5-RA-Yes		2	100.	1	100.	48	100.	1	100.	2	100.	5	100.	3	100.	4	100.
5-RA-No						5	50.			1	50.			1	100.		
5-RA-ST.				1	100.	5	50.	1	100.	1	50.	1	50.			1	100.
5-RA-?												1	50.				
				1	100.	10	100.	1	100.	2	100.	2	100.	1	100.	1	100.

RATING NUMBER	:	Question Number														
	:	9	10	11	12	13	14	15	16							
RATING-1	171	85.	50	25.	168	83.	139	69	86	42.	113	56.	136	67	168	83.
RATING-2	26	13.	112	56.	31	16.	41	21.	81	41.	65	32.	59	30.	29	15.
RATING-3	3	1.5	30	14.5	2	1.	14	7.	17	9.	17	9.	4	2.	1	.5
RATING-4			8	4.			6	2.5	11	6.	4	2.	1	.5	3	1.5
RATING-5	1	.5	1	.5			1	.5	6	2.	2	1.	1	.5		
1-RA-Yes	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.
1-RA-No	142	84.	47	94.	162	97.	116	84.	60	70.	91	81.	120	89.	142	85.
1-RA-ST.	3	7.	1	2.	3	1.5	9	6.	5	6.	7	6.	4	2.	9	5.5
1-RA-?	14	8.	2	4.	2	1.	14	10.	18	21.	12	11.	11	8.	16	9.
2-RA-Yes	2	1.			1	.5		3	3.	3	2.	1	1.	1		.5
2-RA-No	171	100.	50	100.	168	100.	139	100.	86	100.	113	100.	136	100.	168	100.
2-RA-ST.	21	81.	101	90.	29	93.	38	93.	60	75.	52	80.	48	81.	27	93.
2-RA-?	3	11.	4	3.			1	2.	5	6.	4	6.	5	9.		
3-RA-Yes	2	8.	6	6.	2	7.	2	5.	15	18.	9	14.	6	10.	2	7.
3-RA-No			1	1.				1	1.							
3-RA-ST.	26	100.	112	100.	31	100.	41	100.	81	100.	65	100.	59	100.	29	100.
3-RA-?	1	34.	29	96.	1	50.	11	79.	10	58.	12	70.	3	75.		
4-RA-Yes					1	50.	1	7.	4	24.	3	17.	1	25.	1	100.
4-RA-No	2	66.	1	4.			2	14.	2	12.	2	13.				
4-RA-ST.								1	6.							
4-RA-?	3	100.	30	100.	2	100.	14	100.	17	100.	17	100.	4	100.	1	100.
5-RA-Yes			5	62.			3	50.	8	73.	2	50.			2	67.
5-RA-No			3	38.			2	33.	2	18.	1	25.	1	100.	1	33.
5-RA-ST.							1	17.	1	9.	1	25.				
5-RA-?			8	100.			6	100.	11	100.	4	100.	1	100.	3	100.
			1	100.					2	34.	2	100.	1	100.		
	1	100.					1	100.	2	33.						
									2	33.						
	1	100.	1	100.			1	100.	6	100.	2	100.	1	100.		

RATING NUMBER	Question Number															
	17	18	19	20	21	22	23	24								
RATING-1	44	21.	155	77.	60	29.	133	66.	133	66.	60	29.	131	65.	126	62.
RATING-2	80	40.	42	21.	93	47.	58	29.	54	27.	66	33.	47	24.	59	30.
RATING-3	57	29.	3	1.5	34	16.	6	3.	8	4.	67	34.	17	8.	11	6.
RATING-4	17	8.5	1	.5	9	5.	3	1.5	3	1.5	8	4.	5	2.5	3	1.
RATING-5	3	1.5			5	3.	1	.5	3	1.5			1	.5	2	1.
	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.
1-RA-Yes	37	84.	129	83.	46	76.	121	90.	111	84.	51	86.	110	83.	108	86.
1-RA-No	3	7.	12	8.	6	10.	3	3.	10	7.5	1	1.	10	8.	4	3.
1-RA-ST.	4	9.	14	9.	6	10.	9	7.	11	8.	7	12.	11	9.	11	9.
1-RA-?					2	4.			1	.5	1	1.			3	2.
	44	100.	155	100.	60	100.	133	100.	133	100.	60	100.	131	100.	126	100.
2-RA-Yes	56	70.	35	83.	62	66.	50	86.	40	74.	42	63.	27	57.	54	92.
2-RA-No	13	16.	3	8.	9	10.	6	10.	5	9.	11	16.	3	6.	2	3.
2-RA-ST.	10	12.	4	9.	19	20.	2	4.	9	17.	13	21.	17	37.	3	5.
2-RA-?	1	2.			3	4.										
	80	100.	42	100.	93	100.	58	100.	54	100.	66	100.	47	100.	59	100.
3-RA-Yes	34	59.	1	34.	21	61.	5	83.	5	62.	50	74.	7	40.	7	64.
3-RA-No	11	20.	1	33.	5	14.			2	25.	4	6.	4	24.	2	18.
3-RA-ST.	12	21.	1	33.	6	17.	1	17.	1	13.	13	20.	6	36.	2	18.
3-RA-?					2	8.										
	57	100.	3	100.	34	100.	6	100.	8	100.	67	100.	17	100.	11	100.
4-RA-Yes	9	53.	1	100.	4	44.	3	100.	2	66.	5	62.	2	40.	1	34.
4-RA-No	3	17.											3	60.	2	66.
4-RA-ST.	4	24.			3	33.			1	34.	3	38.				
4-RA-?	1	6.			2	23.										
	17	100.	1	100.	9	100.	3	100.	3	100.	8	100.	5	100.	3	100.
5-RA-Yes	1	34.			3	60.			3	100.					2	100.
5-RA-No	2	66.			2	40.	1	100.					1	100.		
5-RA-ST.																
5-RA-?	3	100.			5	100.	1	100.	3	100.			1	100.	2	100.

RATING NUMBER	:	Question Number				
		25		26		27
RATING-1	67	34.	115	58.	171	85.
RATING-2	91	46.	66	32.	26	13.
RATING-3	30	14.	17	9.	1	.5
RATING-4	9	5.	2	.5	1	.5
RATING-5	4	1.	1	.5	2	1.
	201	100.	201	100.	201	100.
1-RA-Yes	57	86.	98	85.	149	87.
1-RA-No	2	3.	10	9.	8	4.
1-RA-ST.	2	3.	7	6.	14	9.
1-RA-?	6	8.				
	67	100.	115	100.	171	100.
2-RA-Yes	82	90.	50	76.	23	88.
2-RA-No	2	2.	6	10.	1	5.
2-RA-ST.	5	6.	8	13.	2	7.
2-RA-?	2	2	2	1.		
	91	100.	66	100.	26	100.
3-RA-Yes	25	84.	12	70.		
3-RA-No	2	6.	1	8.	1	100.
3-RA-ST.	1	4.	2	11.		
3-RA-?	2	6.	2	11.		
	30	100.	17	100.	1	100.
4-RA-Yes	6	66.	2	100.	1	100.
4-RA-No	2	22.				
4-RA-ST.	1	12.				
4-RA-?						
	9	100.	2	100.	1	100.
5-RA-Yes	2	50.				
5-RA-No	2	50.	1	100.	1	50.
5-RA-ST.					1	50.
5-RA-?						
	4	100.	1	100.	2	100.

APPENDIX C

CHARACTERISTICS OF COUNSELOR

COMBINED TOTAL FEMALE

RATING NUMBER	:	Question Number															
		1	2	3	4	5	6	7	8								
RATING-1	177	87.	123	60.	6	3.	167	82.	127	62.	129	62.	185	91.	106	51.	
RATING-2	28	13.	79	38.5	22	10.	36	17.	65	32.	64	32.	16	7.	80	39.	
RATING-3			2	1.	114	56.	1	.5	9	4.	8	4.	4	2.	15	8.	
RATING-4			1	.5	61	30.	1	.5	4	2.	3	1.5			4	2.	
RATING-5					2	1.					1	.5					
1-RA-Yes	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	
1-RA-No	165	94.	106	86.	6	100.	148	89.	89	70.	116	89.	153	82.	77	73.	
1-RA-ST.	3	1.	6	5.			3	1.	16	13.	2	2.	12	7.	13	12.	
1-RA-?	9	5.	11	9.			16	10.	21	16.	9	7.	17	9.	16	15.	
									1	1.	2	2.	3	2.			
2-RA-Yes	177	100.	123	100.	6	100.	167	100.	127	100.	129	100.	185	100.	106	100.	
2-RA-No	28	100.	71	90.	16	72.	30	84.	43	66.	53	83.	12	75.	52	65.	
2-RA-ST.			1	1.	4	19.	1	2.	4	6.	2	3.	1	6.	3	3.	
2-RA-?			7	9.	2	9.	5	14.	18	28.	9	14.	2	13.	24	30.	
													1	6.	1	2.	
3-RA-Yes	28	100.	79	100.	22	100.	36	100.	65	100.	64	100.	16	100.	80	100.	
3-RA-No			1	50.	82	71.	1	100.	3	33.	5	62.	4	100.	8	54.	
3-RA-ST.			1	50.	20	18.					1	13.			2	13.	
3-RA-?					9	8.			6	67.	2	25.			5	33.	
					3	3.											
4-RA-Yes			2	100.	114	100.	1	100.	9	100.	8	100.	4	100.	15	100.	
4-RA-No			1	100.	32	53.	1	100.	2	50.	2	66.			2	50.	
4-RA-ST.					21	35.											
4-RA-?					7	11.			2	50.	1	34.			2	50.	
					1	1.											
5-RA-Yes			1	100.	61	100.	1	100.	4	100.	3	100.			4	100.	
5-RA-No					1	50.											
5-RA-ST.					1	50.					1	100.					
5-RA-?																	
					2	100.					1	100.					

RATING NUMBER	Question Number																
	:	9	10	11	12	13	14	15	16								
RATING-1	:	186	91.	60	30.	188	92.	168	82.	104	51.	136	67.	153	74.	177	86.
RATING-2	:	18	8.5	95	46.	16	7.5	31	15.	74	36.	59	28.	50	25.	27	13.5
RATING-3	:	1	.5	40	19.	1	.5	4	2.	24	11.5	8	4.	2	1.		
RATING-4	:			9	4.5					2	1.	2	1.				15
RATING-5	:			1	.5			2	1.	1	.5						
1-RA-Yes	:	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.
1-RA-No	:	140	76.	56	94.	174	93.	140	84.	81	78.	115	85.	140	92.	146	83.
1-RA-ST.	:	13	7.	2	3.	3	1.	9	5.5	4	4.	8	5.			11	6.5
1-RA-?	:	33	17.	2	3.	11	6.	18	10.	15	14.	11	8.	13	8.	19	10.
2-RA-Yes	:	186	100.	60	100.	188	100.	168	100.	104	100.	136	100.	153	100.	177	100.
2-RA-No	:	12	67.	90	95.	15	93.	26	84.	50	68.	48	81.	41	82.	23	86.
2-RA-ST.	:	1	5.	1	1.	1	7.	2	6.	2	2.	2	3.	2	4.	1	3.
2-RA-?	:	5	28.	3	3.			3	10.	20	28.	8	14.	7	14.	3	11.
3-RA-Yes	:	18	100.	95	100.	16	100.	31	100.	74	100.	59	100.	50	100.	27	100.
3-RA-No	:			36	90.	1	100.	3	75.	12	50.	5	62.	1	50.		
3-RA-ST.	:	1	100.	4	10.			1	25.	2	9.	3	38.	1	50.		
3-RA-?	:									10	41.						
4-RA-Yes	:	1	100.	40	100.	1	100.	4	100.	24	100.	8	100.	2	100.		
4-RA-No	:			7	78.							1	50.				
4-RA-ST.	:									1	50.	1	50.				
4-RA-?	:			1	11.					1	50.					1	100.
5-RA-Yes	:			1	100.					2	100.	2	100.			1	100.
5-RA-No	:							1	50.	1	100.						
5-RA-ST.	:							1	50.								
5-RA-?	:			1	100.			2	100.	1	100.						

RATING	Question Number															
NUMBER	17	18	19	20	21	22	23	24								
RATING-1	39	19.	180	88.	79	38.	171	84.	150	73.	71	34	143	70.	162	80.
RATING-2	88	43.	22	10.5	97	48.	31	14.5	48	24.	96	48.	55	26.5	38	18.
RATING-3	50	25.	2	1.	22	11.	3	1.5	6	2.5	34	16.	3	1.5	4	1.5
RATING-4	26	12.	1	.5	4	1.5			1	.5	4	2.	3	1.5	1	.5
RATING-5	2	1.			3	1.5							1	.5		
1-RA-Yes	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.
1-RA-No	30	77.	158	87.	59	75.	148	87.	125	84.	56	79.	117	81.	145	90.
1-RA-ST.	6	15.	8	5.	2	3.	3	1.	7	4.	6	8.	8	6.	6	3.
1-RA-?	3	8.	13	7.	15	19.	20	12.	15	10.	7	10.	18	13.	10	6.
2-RA-Yes	39	100.	180	100.	79	100.	171	100.	150	100.	71	100.	143	100.	162	100.
2-RA-No	50	57.	18	81.	62	64.	27	87.	38	80.	70	73.	39	72.	34	89.
2-RA-ST.	16	18.	1	6.	6	6.	1	3.	2	4.	9	9.	3	5.	1	2.
2-RA-?	20	23.	3	13.	26	27.	3	10.	8	16.	17	18.	13	23.	3	9.
3-RA-Yes	88	100.	22	100.	97	100.	31	100.	48	100.	96	100.	55	100.	38	100.
3-RA-No	25	50.	1	50.	11	50.	3	100.			22	64.			4	100.
3-RA-ST.	8	16.									4	11.	1	33.		
3-RA-?	15	30.	1	50.	11	50.			6	100.	7	20.	2	67.		
4-RA-Yes	2	4.									1	5.				
4-RA-No	50	100.	2	100.	22	100.	3	100.	6	100.	34	100.	3	100.	4	100.
4-RA-ST.	17	63.	1	100.	3	75.			1	100.	1	25.			1	100.
4-RA-?	1	3.									2	50.	2	67.		
5-RA-Yes	5	20.			1	25.					1	25.	1	33.		
5-RA-No	3	12.														
5-RA-ST.	26	100.	1	100.	4	100.			1	100.	4	100.	3	100.	1	100.
5-RA-?	1	50.			1	34.										
6-RA-Yes	1	50.			1	33.							1	100.		
6-RA-No					1	33.										
6-RA-ST.																
6-RA-?	2	100.			3	100.							1	100.		

RATING NUMBER	:	Question Number					
		25		26		27	
RATING-1	99	49.	107	52.	167	82.	
RATING-2	69	33	73	35.	33	16.	
RATING-3	25	12.	23	12.	3	1.	
RATING-4	6	3.	2	1.	2	1.	
RATING-5	6	3.					
	205	100.	205	100.	205	100.	
1-RA-Yes	89	90.	77	71.	150	89.	
1-RA-No	2	2.	15	14.	4	4.	
1-RA-ST.	3	3.	14	13.	13	7.	
1-RA-?	5	5.	1	2.			
	99	100.	107	100.	167	100.	
2-RA-Yes	56	81.	56	77.	28	84.	
2-RA-No	1	2.	3	5.			
2-RA-ST.	11	15.	12	16.	5	16.	
2-RA-?	1	2.	2	2.			
	69	100.	73	100.	33	100.	
3-RA-Yes	13	52.	12	53.	1	34.	
3-RA-No	1	4.	3	13.	1	33.	
3-RA-ST.	8	32.	5	22.	1	33.	
3-RA-?	3	12.	3	12.			
	25	100.	23	100.	3	100.	
4-RA-Yes	4	66.	2	100.	1	50.	
4-RA-No	1	17.			1	50.	
4-RA-ST.	1	17.					
4-RA-?							
	6	100.	2	100.	2	100.	
5-RA-Yes	1	17.					
5-RA-No	4	66.					
5-RA-ST.	1	17.					
5-RA-?							
	6	100.					

APPENDIX D

CHARACTERISTICS OF COUNSELOR

COLLEGE-BOUND MALE

RATING NUMBER	Question Number															
	1	2	3	4	5	6	7	8								
RATING-1	112	83.	88	65.	4	2.	80	60.	100	75.	66	48.	95	70.	80	59.
RATING-2	22	16.5	46	34.5	22	17.	51	38.	31	22.5	57	43.	29	22.	50	38.5
RATING-3			1	.5	70	52.	4	2.	3	2.	9	7.	10	75.	4	2.
RATING-4	1	.5			32	24.			1	.5	3	2.	1	.5	1	.5
RATING-5					7	5.										
1-RA-Yes	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.
1-RA-No	106	95.	78	89.	3	75.	72	90.	71	71.	59	89.	79	83.	59	74.
1-RA-ST.	1	1.	3	3.	1	25.	1	1.	7	7.			7	7.	9	11.
1-RA-?	5	4.	7	8.			7	9.	21	21.	7	11.	5	6.	12	15.
2-RA-Yes	112	100.	88	100.	4	100.	80	100.	100	100.	66	100.	95	100.	80	100.
2-RA-No	20	90.	39	84.	13	59.	46	90.	28	90.	48	85.	26	89.	36	72.
2-RA-ST.			2	5.	4	18.			1	4.	1	1.5	1	4.	3	6.
2-RA-?	2	10.	5	11.	5	23.	3	6.	2	6.	7	12.			9	18.
3-RA-Yes	22	100.	46	100.	22	100.	51	100.	31	100.	57	100.	29	100.	50	100.
3-RA-No			1	100.	40	57.	3	75.	2	66.	6	67.	9	90.	3	75.
3-RA-ST.					21	30.					3	33.				
3-RA-?					5	7.	1	25.	1	34.			1	10.	1	25.
4-RA-Yes			1	100.	70	100.	4	100.	3	100.	9	100.	10	100.	4	100.
4-RA-No					15	46.					2	67.			1	100.
4-RA-ST.	1	100.			10	32.					1	33.				
4-RA-?					5	15.			1	100.			1	100.		
5-RA-Yes	1	100.			2	7.										
5-RA-No					32	100.			1	100.	3	100.	1	100.	1	100.
5-RA-ST.					4	57.										
5-RA-?					3	43.										
					7	100.										

RATING NUMBER	:	Question Number														
		9	10	11	12	13	14	15	16							
RATING-1	118	88.	29	21.	113	84.	93	68.	58	43.	77	58.	89	66.	113	84
RATING-2	16	11.5	79	59.	21	15.5	33	25.	55	40.	47	34.	44	33.	20	15.
RATING-3	1	.5	21	16.	1	.5	6	5.	10	8.	9	7.	1	.5		
RATING-4			5	35.			3	2.	7	5.	2	1.	1	.5	2	1.
RATING-5			1	.5					5	4.						
1-RA-Yes	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.
1-RA-No	99	83.	27	94.	109	97.	79	85.	41	71.	63	82.	81	91.	94	83.
1-RA-ST.	9	8.			2	2.	4	4.	3	5.	5	7.	1	1.	7	6.
1-RA-?	8	7.	2	6.	1	.5	10	11.	12	21.	8	10.	7	8.	12	11.
2-RA-Yes	118	100.	29	100.	113	100.	93	100.	58	100.	77	100.	89	100.	113	100.
2-RA-No	15	93.	70	89.	20	96.	30	90.	43	78.	40	86.	37	84.	19	95.
2-RA-ST.	1	7.	4	5.			1	4.5	1	2.	3	6.	3	7.		
2-RA-?			4	5.	1	4.	2	5.5	10	18.	4	8.	4	9.	1	5.
3-RA-Yes	16	100.	79	100.	21	100.	33	100.	55	100.	47	100.	44	100.	20	100.
3-RA-No	1	100.	20	96.	1	100.	5	83.	6	60.	7	78.	1	100.		
3-RA-ST.			1	4.			1	17.	2	20.	1	11.				
3-RA-?																
4-RA-Yes	1	100.	21	100.	1	100.	6	100.	10	100.	9	100.	1	100.		
4-RA-No			4	80.			1	34.	5	71.	1	50.			1	50.
4-RA-ST.			1	20.			1	33.	1	14.5			1	100.	1	50.
4-RA-?							1	33.	1	14.5	1	50.				
5-RA-Yes			5	100.			3	100.	7	100.	2	100.	1	100.	2	100.
5-RA-No			1	100.					1	20.						
5-RA-ST.									2	40.						
5-RA-?									2	40.						
			1	100.					5	100.						

RATING NUMBER	Question Number															
	17	18	19	20	21	22	23	24								
RATING-1	29	22.	100	75.	34	25.	89	66.	88	65.	29	22	93	68.	88	65.
RATING-2	55	40.	31	22.	70	51.	42	31.	36	27.	47	35.	30	22.	39	29.
RATING-3	39	28.	3	2.5	22	17.	3	2.5	7	6.	55	40.	9	7.5	8	6.
RATING-4	10	9.	1	.5	6	5.	1	.5	2	1.	4	3.	3	2.5		
RATING-5	2	1.				3	2.		2	1.						
1-RA-Yes	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.
1-RA-No	23	81.	79	79.	27	79.	79	89.	76	86.	24	82.	80	86.	77	87.
1-RA-ST.	3	9.5	8	8.	2	5.	3	3.	5	6.			5	5.	1	1.
1-RA-?	3	9.5	13	13.	4	11.	7	8.	7	8.	4	13.	8	9.	8	10.
					1	5.					1	5.			2	2.
2-RA-Yes	29	100.	100	100.	34	100.	89	100.	88	100.	29	100.	93	100.	88	100.
2-RA-No	39	71.	27	88.	45	64.	36	85.	27	75.	28	59.	15	50.	37	95.
2-RA-ST.	9	16.	2	6.	7	10.	5	12.	2	5.	10	21.	3	10.		
2-RA-?	6	11.	2	6.	16	23.	1	3.	7	20.	9	20.	12	40.	2	5.
	1	2.			2	3.										
3-RA-Yes	55	100.	31	100.	70	100.	42	100.	36	100.	47	100.	30	100.	39	100.
3-RA-No	26	66.	1	34.	15	68.	3	100.	5	71.	45	82.	4	44.	6	76.
3-RA-ST.	8	20.	1	33.	1	5.			2	29.			1	12.	1	12.
3-RA-?	5	14.	1	33.	4	18.					10	18.	4	44.	1	12.
					2	9.										
4-RA-Yes	39	100.	3	100.	22	100.	3	100.	7	100.	55	100.	9	100.	8	100.
4-RA-No	4	40.	1	100.	2	33.	1	100.	1	50.	1	25.	1	34.		
4-RA-ST.	2	20.											2	66.		
4-RA-?	3	30.			3	50.			1	50.	3	75.				
	1	10.			1	17.										
5-RA-Yes	10	100.	1	100.	6	100.	1	100.	2	100.	4	100.	3	100.		
5-RA-No	1	50.			2	67.			2	100.						
5-RA-ST.	1	50.			1	33.										
5-RA-?																
	2	100.			3	100.			2	100.						

RATING	:	Question Number					
NUMBER	:	25		26		27	
RATING-1		42	31.	76	56.	113	84.
RATING-2		68	51.	48	36.	19	14.5
RATING-3		19	14.	10	7.5	1	.5
RATING-4		5	3.5	1	.5	1	.5
RATING-5		1	.5			1	.5
		135	100.	135	100.	135	100.
1-RA-Yes		36	85.	61	80.	98	87.
1-RA-No		2	4.	9	12.	5	4.
1-RA-ST.				6	8.	10	9.
1-RA-?		4	11.				
		42	100.	76	100.	113	100.
2-RA-Yes		63	93.	37	77.	18	94.
2-RA-No		2	3.	4	8.	1	6.
2-RA-ST.		3	4.	6	12.		
2-RA-?				1	3.		
		68	100.	48	100.	19	100.
3-RA-Yes		17	90.	6	60.		
3-RA-No		1	5.			1	100.
3-RA-ST.				2	20.		
3-RA-?		1	5.	2	20.		
		19	100.	10	100.	1	100.
4-RA-Yes		4	80.	1	100.	1	100.
4-RA-No							
4-RA-ST.		1	20.				
4-RA-?							
		5	100.	1	100.	1	100.
5-RA-Yes		1	100.			1	100.
5-RA-No							
5-RA-ST.							
5-RA-?							
		1	100.			1	100.

APPENDIX E

CHARACTERISTICS OF COUNSELOR

COLLEGE BOUND FEMALE

RATING NUMBER	Question Number															
	1	2	3	4	5	6	7	8								
RATING-1	107	86.	80	66.	5	4.	103	84.	83	68.	80	66.	115	94.	67	55.
RATING-2	16	14.	41	33.	11	8.	19	15.5	36	30.	38	30.5	6	4.5	46	37.
RATING-3			1	.5	72	59.	1	.5	3	1.5	2	1.5	2	1.5	8	6.5
RATING-4			1	.5	34	28.5			1	.5	2	1.5			2	1.5
RATING-5					1	.5					1	.5				
1-RA-Yes	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.
1-RA-No	100	94.	65	81.	5	100.	92	90.	54	66.	74	93.	94	82.	46	69.
1-RA-ST.	1	1.	5	6.					11	13.	1	1.	8	6.	8	12.
1-RA-?	6	5.	10	13.			11	10.	17	20.	5	6.	12	11.	13	19.
									1	1.			1	1.		
2-RA-Yes	107	100.	80	100.	5	100.	103	100.	83	100.	80	100.	115	100.	67	100.
2-RA-No	16	100.	36	87.	9	82.	16	85.	24	66.	33	87.	4	66.	30	65.
2-RA-ST.			1	3.	2	18.	1	5.	1	4.	2	5.	1	17.	1	2.
2-RA-?			4	10.			2	10.	11	30.	3	8.			15	33.
													1	17.		
3-RA-Yes	16	100.	41	100.	11	100.	19	100.	36	100.	38	100.	6	100.	46	100.
3-RA-No			1	100.	52	72.	1	100.	2	66.	1	50.	2	100.	4	50.
3-RA-ST.					10	14.									1	13.
3-RA-?					6	8.			1	34.	1	50.			3	37.
					4	6.										
4-RA-Yes			1	100.	72	100.	1	100.	3	100.	2	100.	2	100.	8	100.
4-RA-No			1	100.	18	53.			1	100.	1	50.			1	50.
4-RA-ST.					9	26.										
4-RA-?					6	17.					1	50.			1	50.
					1	4.										
5-RA-Yes			1	100.	34	100.			1	100.	2	100.			2	100.
5-RA-No					1	100.					1	100.				
5-RA-ST.																
5-RA-?					1	100.					1	100.				

RATING NUMBER	:	Question Number														
	:	9	10	11	12	13	14	15	16							
RATING-1	117	95.	32	26.	115	94.	95	78.	70	56.	93	76.	96	79.	116	94.
RATING-2	5	4.5	61	50.	7	5.5	23	18.	41	34.	27	22.	26	20.5	7	6.
RATING-3	1	.5	23	19.	1	.5	3	2.5	12	10.	2	1.5	1	.5		
RATING-4			6	4.5							1	.5				
RATING-5			1	.5			2	1.5								
1-RA-Yes	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.
1-RA-No	88	75.	30	94.	106	92.	80	84.	55	79.	79	85.	86	90.	91	79.
1-RA-ST.	7	4.	1	3.	1	2.	3	3.	4	6.	7	7.5			9	8.
1-RA-?	22	21.	1	3.	8	6.	11	12.	9	13.	7	7.5	10	10.	15	12.
2-RA-Yes	117	100.	32	100.	115	100.	95	100.	70	100.	93	100.	96	100.	116	100.
2-RA-No	4	80.	56	92.	6	86.	19	82.	28	68.	24	88.	21	80.	6	86.
2-RA-ST.	1	20.	3	4.			2	9.	12	29.	3	12.	5	20.	1	14.
2-RA-?			1	2.					1	3.						
3-RA-Yes	5	100.	61	100.	7	100.	23	100.	41	100.	27	100.	26	100.	7	100.
3-RA-No			21	92.	1	100.	3	100.	7	58.	1	50.				
3-RA-ST.	1	100.	2	8.					1	9.	1	50.	1	100.		
3-RA-?									4	33.						
4-RA-Yes	1	100.	23	100.	1	100.	3	100.	12	100.	2	100.	1	100.		
4-RA-No			5	83.												
4-RA-ST.											1	100.				
4-RA-?			1	17.												
5-RA-Yes			6	100.							1	100.				
5-RA-No			1	100.			1	50.								
5-RA-ST.							1	50.								
5-RA-?			1	100.			2	100.								

RATING	:	Question Number														
NUMBER	:	17	18		19		20		21		22		23		24	
RATING-1	26	21.	112	92.	44	36.	107	86.5	99	81.	41	34.	89	73.	105	86.
PATING-2	52	42.	11	8.	59	48.	14	12.	21	17.	57	46.	32	26.	17	13.5
PATING-3	30	25.			16	13.	2	1.5	2	1.5	23	18.5	1	.5	1	.5
RATING-4	15	12.			3	2.5			1	.5	2	1.5	1	.5		
RATING-5					1	.5										
	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.
1-RA-Yes	22	84.	96	86.	36	81.	89	83.	84	85.	31	76.	73	82.	95	91.
1-RA-No	4	16.	6	5.	1	3.	2	3.	4	4.	5	12.	3	3.	4	4.
1-RA-ST.			10	9.	7	16.	16	14.	9	9.	5	12.	13	15.	6	5.
1-RA-?									2	2.						
	26	100.	112	100.	44	100.	107	100.	99	100.	41	100.	89	100.	105	100.
2-RA-Yes	30	57.	9	82.	40	68.	13	92.	16	77.	42	74.	23	71.	14	83.
2-RA-No	9	17.	1	9.	3	6.			1	4.	3	5.	1	4.	1	6.
2-RA-ST.	12	23.	1	9.	15	25.	1	8.	4	19.	12	21.	8	25.	2	11.
2-RA-?	1	3.			1	1.										
	52	100.	11	100.	59	100.	14	100.	21	100.	57	100.	32	100.	17	100.
3-RA-Yes	18	60.			8	50.	2	100.			15	66.			1	100.
3-RA-No	4	13.									3	13.				
3-RA-ST.	7	23.			8	50.			2	100.	4	18.	1	100.		
3-RA-?	1	4.									1	3.				
	30	100.			16	100.	2	100.	2	100.	23	100.	1	100.	1	100.
4-RA-Yes	10	66.			3	100.			1	100.	1	50.				
4-RA-No													1	100.		
4-RA-ST.	3	20.									1	50.				
4-RA-?	2	14.														
	15	100.			3	100.			1	100.	2	100.	1	100.		
5-RA-Yes																
5-RA-No																
5-RA-ST.					1	100.										
5-RA-?					1	100.										

RATING NUMBER :	Question Number					
	25		26		27	
RATING-1	59	48.	70	57.	100	81.
RATING-2	40	33.	37	30.	19	16.
RATING-3	14	11.	15	12.5	3	2.5
RATING-4	5	4.	1	.5	1	.5
RATING-5	5	4.				
	123	100.	123	100.	123	100.
1-RA-Yes	54	91.	44	62.	87	87.
1-RA-No	2	3.5	13	19.		
1-RA-ST.	1	2.	13	19.	13	13.
1-RA-?	2	3.5				
	59	100.	70	100.	100	100.
2-RA-Yes	31	77.	28	75.	16	94.
2-RA-No	1	3.				
2-RA-ST.	7	17.	8	21.	3	16.
2-RA-?	1	3.	1	4.		
	40	100.	37	100.	19	100.
3-RA-Yes	8	57.	7	46.	1	34.
3-RA-No			2	14.	1	33.
3-RA-ST.	4	29.	3	20.	1	33.
3-RA-?	2	14.	3	20.		
	14	100.	15	100.	3	100.
4-RA-Yes	3	60.	1	100.		
4-RA-No	1	20.			1	100.
4-RA-ST.	1	20.				
4-RA-?						
	5	100.	1	100.	1	100.
5-RA-Yes	1	20.				
5-RA-No	3	60.				
5-RA-ST.	1	20.				
5-RA-?	5	100.				

APPENDIX F

CHARACTERISTICS OF COUNSELOR

NON-COLLEGE BOUND MALE

RATING NUMBER	:	Question Number														
		1	2	3	4	5	6	7	8							
RATING-1	55	84.	40	62.	6	10.	51	78.	38	58.	33	50.	47	71.	35	53.
RATING-2	10	15.	23	35.	12	18.	12	19.	23	35.	21	32.	8	13.	22	33.
RATING-3			1	1.	29	44.	1	1.	2	3.	8	12.	8	12.	5	8.
RATING-4	1	1.	1	1.	16	24.	1	1.	1	1.	2	3.	2	3.	3	5.
RATING-5			1	1.	3	4.	1	1.	2	3.	2	3.	1	1.	1	1.
	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.
1-RA-Yes	51	93.	37	92.	3	50.	46	90.	31	81.	27	81.	42	89.	34	98.
1-RA-No	1	2.	2	5.	3	50.	2	4.	2	5.	2	6.	1	2.		
1-RA-ST.	3	5.	1	3.			3	6.	5	14.	3	9.	1	2.	1	2.
1-RA-?											1	4.	3	7.		
	55	100.	40	100.	6	100.	51	100.	38	100.	33	100.	47	100.	35	100.
2-RA-Yes	8	80.	18	79.	7	58.	11	92.	16	69.	18	85.	6	75.	16	72.
2-RA-No			3	13.	4	33.			4	18.	2	9.	1	12.5		
2-RA-ST.	2	20.	2	8.	1	9.	1	8.	3	13.	1	6.	1	12.5	6	28.
2-RA-?																
	10	100.	23	100.	12	100.	12	100.	23	100.	21	100.	8	100.	22	100.
3-RA-Yes			1	100.	12	41.	1	100.	1	50.	5	62.	4	50.	2	40.
3-RA-No					14	49.			1	50.	2	25.	1	12.	2	40.
3-RA-ST.					1	3.					1	13.	3	38.	1	20.
3-RA-?					2	7.										
			1	100.	29	100.	1	100.	2	100.	8	100.	8	100.	5	100.
4-RA-Yes	1	100.	1	100.	7	43.	1	100.	1	100.	1	50.	1	50.	2	66.
4-RA-No					7	43.					1	50.	1	50.		
4-RA-ST.					2	14.									1	34.
4-RA-?																
	1	100.	1	100.	16	100.	1	100.	1	100.	2	100.	2	100.	3	100.
5-RA-Yes					1	34.			1	50.			1	100.		
5-RA-No			1	100.	2	66.	1	100.	1	50.	1	50.			1	100.
5-RA-ST.											1	50.				
5-RA-?			1	100.	3	100.	1	100.	2	100.	2	100.			1	100.

RATING NUMBER	:	Question Number															
		9	10	11	12	13	14	15	16								
RATING-1		53	80.	21	32.	55	83.	46	69.	28	43.	36	55.	47	71.	55	84.
RATING-2		10	16.	33	50.	10	16.	8	13.	26	39.	18	27.	15	23.	9	14.
RATING-3		2	3.	9	13.	1	1.	8	13.	7	11.	8	12.	3	5.	1	1.
RATING-4				3	5.			3	4.	4	6.	2	3.			1	1.
RATING-5		1	1.					1	1.	1	1.	2	3.	1	1.		
		66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.
1-RA-Yes		43	82.	20	96.	53	96.	37	80.	19	67.	28	77.	39	83.	48	87.
1-RA-No		4	7.	1	4.	1	2.	5	11.	2	8.	2	3.	3	6.	2	3.
1-RA-ST.		6	11.			1	2.	4	9.	6	21.	4	11.	4	8.	4	7.
1-RA-?										1	4.	2	7.	1	3.	1	3.
		53	100.	21	100.	55	100.	46	100.	28	100.	36	100.	47	100.	55	100.
2-RA-Yes		6	60.	31	92.	9	90.	8	100.	17	65.	12	66.	11	74.	8	89.
2-RA-No		2	20.							4	15.	1	5.	2	13.		
2-RA-ST.		2	20.	2	8.	1	10.			5	20.	5	29.	2	13.	1	11.
2-RA-?																	
		10	100.	33	100.	10	100.	8	100.	26	100.	18	100.	15	100.	9	100.
3-RA-Yes				9	100.			6	75.	4	57.	5	63.	2	66.		
3-RA-No						1	100.	1	12.5	2	29.	2	25.	1	34.	1	100.
3-RA-ST.		2	100.					1	12.5			1	12.				
3-RA-?										1	14.						
		2	100.	9	100.	1	100.	8	100.	7	100.	8	100.	3	100.	1	100.
4-RA-Yes				1	34.			2	66.	3	75.	1	50.			1	100.
4-RA-No				2	66.			1	34.	1	25.	1	50.				
4-RA-ST.																	
4-RA-?																	
				3	100.			3	100.	4	100.	2	100.			1	100.
5-RA-Yes										1	100.	2	100.	1	100.		
5-RA-No		1	100.					1	100.								
5-RA-ST.																	
5-RA-?		1	100.					1	100.	1	100.	2	100.	1	100.		

RATING NUMBER	:	Question Number														
	:	17	18	19	20	21	22	23	24							
RATING-1	15	23.	55	83.	26	40.	44	68.	45	69.	31	47.	38	58.	38	58.
RATING-2	25	38.	11	17.	23	35.	16	24.	18	28.	19	29.	17	26.	20	31.
RATING-3	18	28.			12	18.	3	4.	1	1.	12	18.	8	12.	3	4.
RATING-4	7	10.			3	4.	2	3.	1	1.	4	6.	2	3.	3	4.
RATING-5	1	1.			2	3.	1	1.	1	1.			1	1.	2	3.
	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.
1-RA-Yes	14	94.	50	91.	19	73.	42	95.	35	77.	27	87.	30	78.	31	82.
1-RA-No			4	7.	4	15.			5	12.	1	4.	5	14.	3	8.
1-RA-ST.	1	6.	1	22.	2	7.	2	5.	4	8.	3	9.	3	8.	3	8.
1-RA-?					1	5.			1	3.					1	2.
	15	100.	35	100.	26	100.	44	100.	45	100.	31	100.	38	100.	38	100.
2-RA-Yes	17	68.	8	73.	17	73.	14	88.	13	72.	14	73.	12	70.	17	85.
2-RA-No	4	16.	1	9.	2	8.	1	6.	3	16.	1	6.			2	10.
2-RA-ST.	4	16.	2	18.	3	13.	1	6.	2	12.	4	21.	5	30.	1	5.
2-RA-?																
	25	100.	11	100.	23	100.	16	100.	18	100.	19	100.	17	100.	20	100.
3-RA-Yes	8	45.			6	50.	2	66.			5	42.	3	38.	1	34.
3-RA-No	3	16.			4	33.					4	33.	3	38.	1	33.
3-RA-ST.	7	39.			2	17.	1	34.	1	100.	3	25.	2	24.	1	33.
3-RA-?																
	18	100.			12	100.	3	100.	1	100.	12	100.	8	100.	3	100.
4-RA-Yes	5	72.			2	66.	2	100.	1	100.	4	100.	1	50.	1	34.
4-RA-No	1	14.											1	50.	2	66.
4-RA-ST.	1	14.														
4-RA-?					1	34.										
	7	100.			3	100.	2	100.	1	100.	4	100.	2	100.	3	100.
5-RA-Yes					1	50.			1	100.					2	100.
5-RA-No	1	100.			1	50.	1	100.					1	100.		
5-RA-ST.																
5-RA-?																
	1	100.			2	100.	1	100.	1	100.			1	100.	2	100.

RATING	:	Question Number					:
NUMBER	:	25	26	27	:	:	:
RATING-1		25	38	39	60.	58	88.
RATING-2		23	35.	18	27.	7	11.
RATING-3		11	17.	7	11.		
RATING-4		4	6.	1	1.		
RATING-5		3	4.	1	1.	1	1.
		66	100.	66	100.	66	100.
1-RA-Yes		21	84.	37	94.	51	88.
1-RA-No				1	3.	3	5.
1-RA-ST.		2	8.	1	3.	4	7.
1-RA-?		2	8.				
		25	100.	39	100.	58	100.
2-RA-Yes		19	82.	13	72.	5	71.
2-RA-No				2	11.		
2-RA-ST.		2	9.	2	11.	2	29.
2-RA-?		2	9.	1	6.		
		23	100.	18	100.	7	100.
3-RA-Yes		8	73.	6	86.		
3-RA-No		1	9.	1	14.		
3-RA-ST.		1	9.				
3-RA-?		1	9.				
		11	100.	7	100.		
4-RA-Yes		2	50.	1	100.		
4-RA-No		2	50.				
4-RA-ST.							
4-RA-?							
		4	100.	1	100.		
5-RA-Yes		1	34.				
5-RA-No		2	66.	1	100.		
5-RA-ST.						1	100.
5-RA-?							
		3	100.	1	100.	1	100.

APPENDIX G

CHARACTERISTICS OF COUNSELOR

NON-COLLEGE BOUND FEMALE

RATING :		Question Number																
NUMBER :	1	2	3	4	5	6	7	8	9									
RATING-1	70	85.	43	53.	1	1.	64	78.	44	54.	49	60.	70	86	39	48.	69	84.
RATING-2	12	15.	38	46.	11	14.	17	21.	29	36.	26	32.	10	12.	34	42.	13	16.
RATING-3			1	1.	42	51.			6	7.	6	7.	2	2.	7	8.		
RATING-4					27	33.	1	1.	3	3.	1	1.			2	2.		
RATING-5					1	1.												
	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.
1-RA-Yes	65	93.	41	96.	1	100.	56	87.	35	79.	42	85.	59	84.	31	79.	52	75.
1-RA-No	2	3.	1	2.			3	5.	5	11.	1	2.	4	6.	5	12.	6	9.
1-RA-ST.	3	4.	1	2.			5	8.	4	10.	4	9.	5	7.	3	9.	11	16.
1-RA-?											2	4.	2	3.				
	70	100.	43	100.	1	100.	64	100.	44	100.	49	100.	70	100.	39	100.	69	100.
2-RA-Yes	12	100.	35	93.	7	64.	14	83.	19	65.	20	76.	8	80.	22	64.	8	62.
2-RA-No					2	18.			3	10.					2	5.	1	8.
2-RA-ST.			3	7.	2	18.	3	17.	7	25.	6	24.	2	20.	9	26.	4	30.
2-RA-?															1	5.		
	12	100.	38	100.	11	100.	17	100.	29	100.	26	100.	10	100.	34	100.	13	100.
3-RA-Yes					28	66.			1	17.	4	66.	2	100.	4	57.		
3-RA-No			1	100.	10	23.					1	17.			1	14.		
3-RA-ST.					3	8.			5	83.	1	17.	1		2	29.		
3-RA-?					1	3.												
			1	100.	42	100.			6	100.	6	100.	2	100.	7	100.		
4-RA-Yes					14	51.	1	100.	1	34.	1	100.			1	50.		
4-RA-No					12	44.												
4-RA-ST.					1	5.			2	66.					1	50.		
4-RA-?																		
					27	100.	1	100.	3	100.	1	100.			2	100.		
5-RA-Yes					1	100.												
5-RA-No																		
5-RA-ST.																		
5-RA-?																		
					1	100.												

RATING :	Question Number																	
NUMBER :	10	11		12		13		14		15		16		17		18		
RATING-1	28	34.	73	89.	73	89.	34	42.	43	52.	57	70.	61	75.	13	16.	68	83.
RATING-2	34	42.	9	11.	8	10.	33	40.	32	38.	24	29.	20	24.	36	44.	11	14.
RATING-3	17	21.			1	1.	12	15.	6	9.	1	1.			20	25.	2	2.
RATING-4	3	3.					2	2.	1	1.			1	1.	11	13.	1	1.
RATING-5							1	1.							2	2.		
1-RA-Yes	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.
1-RA-No	26	92.	68	93.	60	82.	26	78.	36	83.	54	95.	55	90.	8	62.	62	91.
1-RA-ST.	1	4.	2	3.	6	8.			1	2.			2	3.	2	16.	2	3.
1-RA-?	1	4.	3	4.	7	10.	6	19.	4	9.	3	5.	4	7.	3	22.	3	4.
2-RA-Yes	28	100.	73	100.	73	100.	34	100.	43	100.	57	100.	61	100.	13	100.	68	100.
2-RA-No	34	100.	9	100.	7	88.	22	66.	24	75.	20	84.	17	85.	20	55.	9	82.
2-RA-ST.					1	12.	8	25.	5	15.	2	8	2	10.	8	23.	2	18.
2-RA-?							1	3.	1	3.					1	3.		
3-RA-Yes	34	100.	9	100.	8	100.	33	100.	32	100.	24	100.	20	100.	36	100.	11	100.
3-RA-No	15	88.					5	42.	4	67.	1	100.			7	35.	1	50.
3-RA-ST.	2	12.			1	100.	1	8.	2	33.					4	20.		
3-RA-?							6	50.							8	40.	1	50.
4-RA-Yes	17	100.			1	100.	12	100.	6	100.	1	100.			1	5.		
4-RA-No	2	66.							1	100.					20	100.	2	100.
4-RA-St.							1	50.							7	64.	1	100.
4-RA-?													1	100.	1	9.		
5-RA-Yes	3	100.					2	100.	1	100.			1	100.	11	100.	1	100.
5-RA-No							1	100.							1	50.		
5-RA-ST.															1	50.		
5-RA-?							1	100.							2	100.		

RATING NUMBER	Question Number																	
	19	20	21	22	23	24	25	26	27									
RATING-1	35	43	64	78.	51	62.	30	37.	54	66.	57	70.	40	49.	37	45.	67	82.
RATING-2	38	45.	17	21.	27	33.	39	48.	23	29.	21	26.	29	36.	36	44.	14	17.
RATING-3	6	9.	1	1.	4	5.	11	13.	2	2.	3	3.	11	13.	8	10.		
RATING-4	1	1.					2	2.	2	2.	1	1.	1	1.	1	1.	1	1.
RATING-5	2	2.						1	1.			1	1.					
	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.
1-RA-Yes	23	65.	59	92.	41	80.	25	83.	44	82.	50	88.	35	87.	33	90.	63	94.
1-RA-No	1	2.	1	1.	3	6.	1	3.	5	9.	2	3.		2	6.	4	6.	
1-RA-ST.	8	22.	4	7.	6	11.	2	7.	5	9.	4	6.	2	5.	1	2.		
1-RA-?	3	11.			1	3.	2	7.		1	3.	3	8.	1	2.			
	35	100.	64	100.	51	100.	30	100.	54	100.	57	100.	40	100.	37	100.	67	100.
2-RA-Yes	22	58.	14	83.	22	81.	28	71.	16	69.	20	96.	25	87.	28	77.	12	85.
2-RA-No	3	7.	1	5.	1	3.	6	15.	2	8.				3	8.			
2-RA-ST.	11	29.	2	12.	4	16.	5	14.	5	23.	1	4.	4	13.	4	12.	2	15.
2-RA-?	2	6.												1	3.			
	38	100.	17	100.	27	100.	39	100.	23	100.	21	100.	29	100.	36	100.	14	100.
3-RA-Yes	3	50.	1	100.			7	64.		3	100.	5	46.	5	63.			
3-RA-No							1	9.	1	50.		1	9.	1	12.			
3-RA-ST.	3	50.			4	100.	3	27.	1	50.		4	36.	2	25.			
3-RA-?												1	9.					
	6	100.	1	100.	4	100.	11	100.	2	100.	3	100.	11	100.	8	100.		
4-RA-Yes											1	100.	1	100.	1	100.	1	100.
4-RA-No							2	100.	1	50.								
4-RA-ST.	1	100.						1	50.									
4-RA-?																		
	1	100.					2	100.	2	100.	1	100.	1	100.	1	100.	1	100.
5-RA-Yes	1	50.																
5-RA-No	1	50.							1	100.			1	100.				
5-RA-ST.																		
5-RA-?	2	100.							1	100.			1	100.				

APPENDIX H

CHARACTERISTICS OF THE SERVICES AND PROCEDURES OF THE

GUIDANCE AND COUNSELING PROGRAM

COMBINED TOTAL - MALE

RATING NUMBER	:	Question Number														
		1	2	3	4	5	6	7	8							
RATING-1	20	10.	35	18.	7	4.	142	70.	123	61.	28	14.	33	17.	9	4.
RATING-2	64	32.	105	52.	38	18.	41	21.	59	30.	73	35.	40	19.	29	15.
RATING-3	69	34.	47	23.	73	37.	9	5.	10	5.	40	20.	40	19.	52	25.
RATING-4	24	12.	11	6.	37	19.	6	3.	2	1.	13	7.	25	13.	25	13.
RATING-5	24	12.	3	1.	46	22.	3	1.	7	3.	47	24.	63	32.	86	43.
	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.
1-RA-Yes	6	30.	32	92.	3	43.	131	92.	97	78.	16	57.	22	66.	5	56.
1-RA-No	9	45.	3	8.	3	43.	6	4.	14	12.	10	35.	9	28.	4	44.
1-RA-ST.	4	20.			1	14.	3	3.	11	8.	2	8.	2	6.		
1-RA-?	1	5.					2	1.	1	2.						
	20	100.	35	100.	7	100.	142	100.	123	100.	28	100.	33	100.	9	100.
2-RA-Yes	23	36.	94	90.	23	60.	36	87.	43	73.	31	42.	22	56.	14	49.
2-RA-No	31	48.	9	9.	11	28.	5	13.	10	17.	20	27.	9	22.	13	44.
2-RA-ST.	7	10.	2	1.	4	12.			6	10.	22	31.	9	22.	2	7.
2-RA-?	3	6.														
	64	100.	105	100.	38	100.	41	100.	59	100.	73	100.	40	100.	29	100.
3-RA-Yes	26	38.	41	87.	37	51.	8	89.	3	30.	23	57.	17	42.	26	50.
3-RA-No	27	40.	3	6.	31	42.			5	50.	11	27.	13	32.	21	40.
3-RA-ST.	12	17.	2	4.	5	7.	1	11.	2	20.	6	16.	7	17.	4	7.
3-RA-?	4	5.	1	3.									3	9	1	3.
	69	100.	47	100.	73	100.	9	100.	10	100.	40	100.	40	100.	52	100.
4-RA-Yes	14	59.	5	46.	13	36.	5	83.	1	50.	7	53.	9	36.	10	40.
4-RA-No	9	37.	4	36.	17	45.			1	50.	5	39.	12	48.	12	48.
4-RA-ST.	1	4.	2	18.	7	19.	1	17.			1	8.	4	16.	3	12.
4-RA-?																
	24	100.	11	100.	37	100.	6	100.	2	100.	13	100.	25	100.	25	100.
5-RA-Yes	8	34.	2	67.	22	48.	1	33.	2	28.	25	54.	35	55.	34	40.
5-RA-No	14	59.	1	33.	22	48.	2	67.	5	72.	18	38.	24	39.	43	50.
5-RA-ST.	2	7.			2	4.					3	6.	3	5.	8	9.
5-RA-?											1	2.	1	1.	1	1.
	24	100.	3	100.	46	100.	3	100.	7	100.	47	100.	63	100.	86	100.

RATING NUMBER	:	Question Number														
	:	9	10		11		12		13		14		15		16	
RATING-1	39	20.	128	63.	110	54.	149	74.	109	54.	70	35.	73	37.	156	77.
RATING-2	80	40.	53	27.	67	34.	43	22.	66	33.	78	39.	78	39.	31	16.
RATING-3	42	21.	17	8.5	11	6.	2	1.	19	10.	38	19.	22	11.	7	4.
RATING-4	18	9.	1	.5	8	3.5	2	1.	3	1.	12	6.	7	3.	5	2.
RATING-5	22	10.	2	1.	5	2.5	5	2.	4	2.	3	1.	21	10.	2	1.
	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.
1-RA-Yes	24	61.	112	88.	99	90.	135	91.	92	84.	41	58.	63	86.	140	89.
1-RA-No	10	25.	8	6.	8	7.	6	4.	10	9.	24	34.	6	8.	9	6.
1-RA-ST.	5	14.	6	5.	3	3.	8	5.	5	5.	5	8.	4	6.	7	5.
1-RA-?			2	1.					2	2.						
	39	100.	128	100.	110	100.	149	100.	109	100.	70	100.	73	100.	156	100.
2-RA-Yes	47	59.	39	73.	58	86.	36	83.	49	74.	40	51.	58	74.	27	88.
2-RA-No	25	31.	8	16.	5	7.	3	6.	9	13.	27	35.	11	15.	2	6.
2-RA-ST.	8	10.	4	8.	4	7.	4	11.	6	9.	11	14.	9	11.	2	6.
2-RA-?			2	3.					2	4.						
	80	100.	53	100.	67	100.	43	100.	66	100.	78	100.	78	100.	31	100.
3-RA-Yes	22	52.	12	70.	6	55.	1	50.	11	57.	26	69.	13	59.	5	71.
3-RA-No	13	30.	2	11.	3	27.	1	50.	6	31.	8	21.	6	28.	2	29.
3-RA-ST.	5	11.	2	11.	1	9.			2	12.	4	10.	3	13.		
3-RA-?	2	7.	1	8.	1	9.										
	42	100.	17	100.	11	100.	2	100.	19	100.	38	100.	22	100.	7	100.
4-RA-Yes	9	50.	1	100.	2	25.	2	100.	2	67.	7	58.	5	71.	2	40.
4-RA-No	6	32.			5	62.			1	33.	4	33.	2	29.	3	60.
4-RA-ST.	1	6.			1	13.					1	9.				
4-RA-?	2	12.														
	18	100.	1	100.	8	100.	2	100.	3	100.	12	100.	7	100.	5	100.
5-RA-Yes	7	31.			3	60.	2	40.	1	25.			14	66.	1	50.
5-RA-No	15	69.	2	100.	2	40.	3	60.	2	50.	2	67.	6	28.	1	50.
5-RA-ST.									1	25.	1	33.	1	6.		
5-RA-?																
	22	100.	2	100.	5	100.	5	100.	4	100.	3	100.	21	100.	2	100.

RATING NUMBER	:	Question Number														
	:	17	18	19	20	21	22	23	24							
RATING-1	28	13.	41	20.	45	23.	51	26.	78	38	37	19.	62	31.	68	34.
RATING-2	62	31.	46	23.	66	33.	56	28.	72	36.	86	42.	75	38.	74	36.
RATING-3	63	32.	49	25.	44	21.	54	27.	23	12.	33	17.	46	23.	39	20.
RATING-4	18	9.	22	11.	29	15.	19	9.	9	5.	14	7.	14	6.	16	8.
RATING-5	30	15.	43	21.	17	8.	21	10.	19	9.	31	15.	4	2.	4	2.
	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.
1-RA-Yes	15	53.	31	75.	26	57.	44	86.	48	61.	24	64.	50	80.	44	65.
1-RA-No	10	35.	9	21.	14	32.	5	9.	18	24.	7	19.	9	14.	20	29.
1-RA-ST.	2	7.			4	8.			4	5.	6	17.	1	2.	3	4.
1-RA-?	1	5.	1	4.	1	3.	2	5.	8	10.			2	4.	1	2.
	28	100.	41	100.	45	100.	51	100.	78	100.	37	100.	62	100.	68	100.
2-RA-Yes	36	58.	25	54.	43	65.	33	59.	39	54.	52	60.	56	75.	40	54.
2-RA-No	13	21.	9	19.	7	10.	12	21.	17	23.	14	16.	8	11.	27	36.
2-RA-ST.	13	21.	12	27.	13	20.	6	11.	7	9.	18	21.	7	9.	4	6.
2-RA-?					3	5.	5	9.	9	14.	2	3.	4	5.	3	4.
	62	100.	46	100.	66	100.	56	100.	72	100.	86	100.	75	100.	74	100.
3-RA-Yes	40	63.	24	49.	26	59.	27	50.	10	43.	17	51.	26	56.	16	41.
3-RA-No	15	24.	19	39.	12	27.	16	29.	10	43.	9	28.	10	21.	17	43.
3-RA-ST.	8	13.	4	8.	5	11.	4	7.	3	14.	5	16.	7	15.	2	5.
3-RA-?			2	4.	1	3.					2	5.	3	8.	4	11.
	63	100.	49	100.	44	100.	54	100.	23	100.	33	100.	46	100.	39	100.
4-RA-Yes	5	27.	13	59.	11	38.	9	48.	3	33.	11	79.	5	36.	8	50.
4-RA-No	11	61.	8	37.	15	52.	5	27.	4	45.	3	21.	7	50.	8	50.
4-RA-ST.	2	12.	1	4.	2	7.	4	21.	1	11.			1	7.		
4-RA-?					1	3.	1	4.	1	11.			1	7.		
	18	100.	22	100.	29	100.	19	100.	9	100.	14	100.	14	100.	16	100.
5-RA-Yes	19	64.	18	41.	7	41.	9	42.	6	31.	16	31.				
5-RA-No	8	27.	24	55.	8	47.	10	47.	9	47.	11	35.	2	50.	3	75.
5-RA-ST	2	6.	1	4.	2	12.			2	11.	2	7.	1	25.		
5-RA-?	1	3.					2	11.	2	11.	2	7.	1	25.	1	25.
	30	100.	43	100.	17	100.	21	100.	19	100.	31	100.	4	100.	4	100.

RATING :		Question Number																
NUMBER :		25	26	27	28	29	30	31	32	33								
RATING-1	98	49.	144	71.	92	46.	147	73.	145	72.	17	9.	40	20.	74	37.	95	47.
RATING-2	68	34.	45	23.	63	32.	35	17.	48	24.	35	18.	65	32.	63	32.	66	33.
RATING-3	23	12.	9	4.5	25	13.	15	8.	4	2.	52	25.	43	21.	31	16.	21	11.
RATING-4	9	4.	2	1.	9	4.	2	1.	3	1.5	25	13.	18	9.	19	9.	14	7.
RATING-5	3	1.	1	.5	12	5.	2	1.	1	.5	72	35.	35	18.	14	6.	5	2.
	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.	201	100.
1-RA-Yes	64	65.	107	74.	67	73.	114	78.	127	88.	10	58.	32	80.	41	55.	66	70.
1-RA-No	24	25.	19	13.	19	21	23	16.	12	8.	6	36.	8	20.	26	35.	23	24.
1-RA-ST.	9	9.	18	13.	6	6.	10	6.	6	4.	1	6.		6	9.	5	5.	
1-RA-?	1	1.												1	1.	1	1.	
	98	100.	144	100.	92	100.	147	100.	145	100.	17	100.	40	100.	74	100.	95	100.
2-RA-Yes	42	62.	39	86.	39	62.	26	74.	43	89.	19	54.	44	68.	35	55.	48	73.
2-RA-No	21	31.	4	8.	16	25.	5	14.	3	6.	7	20.	12	18.	16	25.	13	20.
2-RA-ST.	3	4.	2	6.	6	9.	4	12.	2	3.	8	22.	9	14.	10	16.	4	6.
2-RA-?	2	3.			2	4.					1	4.		2	4.	1	1.	
	68	100.	45	100.	63	100.	35	100.	48	100.	33	100.	65	100.	63	100.	66	100.
3-RA-Yes	8	34.	7	78.	14	56.	12	80.	1	25.	23	44.	27	62.	18	58.	10	47.
3-RA-No	11	48.	1	11.	7	28.	2	14.	2	50.	24	47.	9	20.	8	25.	4	19.
3-RA-ST.	2	9.	1	11.	3	12.	1	6.	1	25.	5	9.	7	18.	3	9.	6	28.
3-RA-?	2	9.			1	4.								2	8.	1	6.	
	23	100.	9	100.	25	100.	15	100.	4	100.	52	100.	43	100.	31	100.	21	100.
4-RA-Yes	3	33.	2	100.	6	67.	1	50.			8	32.	7	38.	9	48.	7	50.
4-RA-No	4	45.			3	33.	1	50.	3	100.	8	32.	6	34.	7	36.	7	50.
4-RA-ST.	1	11.									5	20.	3	16.	3	16.		
4-RA-?	1	11.									4	16.	2	12.				
	9	100.	2	100.	9	100.	2	100.	3	100.	25	100.	18	100.	19	100.	14	100.
5-RA-Yes	1	33.			3	25.	1	50.			36	50.	17	48.	8	57.	2	40.
5-RA-No	1	33.	1	100.	8	67.	1	50.	1	100.	33	46.	15	42.	6	43.	3	60.
5-RA-ST.	1	34.									3	4.	1	2.				
5-RA-?					1	8.							2	8.				
	3	100.	1	100.	12	100.	2	100.	1	100.	72	100.	35	100.	14	100.	5	100.

APPENDIX I

CHARACTERISTICS OF THE SERVICES AND PROCEDURES OF THE

GUIDANCE AND COUNSELING PROGRAM

COMBINED TOTAL - FEMALE

RATING NUMBER	Question Number															
	1	2	3	4	5	6	7	8								
RATING-1	18	9.	52	26.	15	8.	149	73.	138	67.	21	11.	47	22.	7	3.
RATING-2	60	30.	92	44.	42	20.	45	22.	50	25.	71	35.	57	28.	24	11.
RATING-3	69	33.	46	23.	61	29.	4	2.	8	4.	35	17.	31	15.	43	20.
RATING-4	27	13.	13	6.	23	12.	5	2.	4	2.	8	2.	19	10.	18	9.
RATING-5	31	15.	2	1.	64	31.	2	1.	5	2.	70	35.	51	25.	113	57.
	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.
1-RA-Yes	8	45.	42	81.	8	54.	133	88.	114	83.	10	47.	27	57.	7	100.
1-RA-No	7	38.	9	17.	6	40.	6	4.	9	7.	9	43.	6	13.		
1-RA-ST.	2	11.	1	2.	1	6.	5	4.	11	7.	1	5.	11	23.		
1-RA-?	1	6.					5	4.	4	3.	1	5.	3	7.		
	18	100.	52	100.	15	100.	149	100.	138	100.	21	100.	47	100.	7	100.
2-RA-Yes	13	21.	82	89.	29	69.	40	89.	39	78.	33	46.	32	57.	11	45.
2-RA-No	30	50.	10	11.	8	19.			4	8.	24	34.	12	21.	6	25.
2-RA-ST.	17	29			4	9.	2	4.	7	14.	13	18.	12	21.	7	30.
2-RA-?					1	3.	3	7.			1	2.	1	1.		
	60	100.	92	100.	42	100.	45	100.	50	100.	71	100.	57	100.	24	100.
3-RA-Yes	18	27.	35	76.	30	49.	2	50.	4	50.	17	48.	11	35.	20	46.
3-RA-No	37	53.	8	17.	25	41.	2	50.	3	37.	15	42.	12	39.	19	45.
3-RA-ST.	13	19.	3	7.	4	6.			1	13.	3	10.	4	13.	4	9.
3-RA-?	1	1.			2	4.						4	13.			
	69	100.	46	100.	61	100.	4	100.	8	100.	35	100.	31	100.	43	100.
4-RA-Yes	11	40.	12	93.	8	34.	3	60.	2	50.	3	37.	12	63.	6	34.
4-RA-No	10	37.			11	47.	1	20.	1	25.	2	26.	6	31.	8	45.
4-RA-ST	5	18.			4	19.	1	20.	1	25.	3	37.			4	21.
4-RA-?	1	5.	1	7.									1	6.		
	27	100.	13	100.	23	100.	5	100.	4	100.	8	100.	19	100.	18	100.
5-RA-Yes	20	64.	1	50.	24	37.	1	50.	2	40.	36	51.	24	47.	56	50.
5-RA-No	7	22.	1	50.	32	50.	1	50.	2	40.	32	46.	23	46.	51	45.
5-RA-ST.	4	14.			6	9.			1	20.	2	3.	3	6.	6	5.
5-RA-?					2	4.							1	1.		
	31	100.	2	100.	64	100.	2	100.	5	100.	70	100.	51	100.	113	100.

RATING NUMBER	Question Number															
	9	10	11	12	13	14	15	16								
RATING-1	52	26.	150	73.	123	60.	158	77.	111	54.	81	39.	66	33.	179	87.
RATING-2	79	38.	40	19.	66	32.	43	21.	64	31.	77	38.	76	37.	17	8.5
RATING-3	35	17.	9	5.	9	5.	1	.5	16	8.	33	16.	18	9.	8	4.
RATING-4	17	9.	4	2.	4	2.	2	1.	6	3.	8	4.	5	2.	1	.5
RATING-5	22	10.	2	1.	3	1.	1	.5	8	4.	6	3.	40	19.		
	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.
1-RA-Yes	19	36.	133	88.	111	91.	152	96.	87	78.	39	48.	56	85.	164	91.
1-RA-No	31	59.	5	4.	4	3.	3	2.	12	11.	32	39.	5	7.	7	4.
1-RA-ST.	2	5.	8	6.	6	4.	3	2.	11	10.	10	13.	3	4.	6	4.
1-RA-?			4	2.	2	2.			1	1.			2	4.	2	1.
	52	100.	150	100.	123	100.	158	100.	111	100.	81	100.	66	100.	179	100.
2-RA-Yes	28	35.	30	75.	50	76.	35	82.	42	65.	36	47.	46	60.	14	82.
2-RA-No	47	59.	3	7.	8	12.	4	9.	7	11.	16	21.	10	14.	1	6.
2-RA-ST.	4	6.	7	18.	8	12.	4	9.	14	22.	25	32.	20	26.	2	12.
2-RA-?									1	2.						
	79	100.	40	100.	66	100.	43	100.	64	100.	77	100.	76	100.	17	100.
3-RA-Yes	11	31.	5	56.	1	12.	1	100.	6	38.	17	51.	10	55.	6	75.
3-RA-No	21	60.	3	33.	4	44.			5	31.	6	19.	3	16.	2	25.
3-RA-ST.	3	9.	1	11.	4	44.			4	25.	9	28.	4	22.		
3-RA-?									1	6.	1	2.	1	7.		
	35	100.	9	100.	9	100.	1	100.	16	100.	33	100.	18	100.	8	100.
4-RA-Yes	12	70.	2	50.	2	50.			4	66.	6	76.	3	60.		
4-RA-No	2	12.			1	25.	2	100.			1	12.	2	40.		
4-RA-ST.	3	18.	2	50.												
4-RA-?																
	17	100.	4	100.	4	100.	2	100.	6	100.	8	100.	5	100.	1	100.
5-RA-Yes	13	59.							6	75.	3	50.	19	48.		
5-RA-No	8	37.	1	50.	3	100.			2	25.	2	33.	17	42.		
5-RA-ST.			1	50.			1	100.			1	17.	4	10.		
5-RA-?	1	4.														
	22	100.	2	100.	3	100.	1	100.	8	100.	6	100.	40	100.		

RATING :		Question Number														
NUMBER :		17		18		19		20		21		22		23		24
RATING-1	23	12.	31	16.	53	26.	57	28.	112	54.	38	18.	76	37.	64	31.
RATING-2	83	40.	55	27.	72	35.	54	27.	51	24.	80	39.	70	34.	85	42.
RATING-3	49	24.	35	17.	49	24.	49	24.	13	7.	37	18.	37	18.	34	16.
RATING-4	19	10.	12	5.	19	10.	27	13.	19	5.	19	10.	21	10.5	13	7.
RATING-5	31	14.	72	35.	12	5.	18	8.	20	10.	31	15.	1	11.5	9	4.
	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.
1-RA-Yes	10	43.	26	83.	27	51.	45	79.	60	54.	27	71.	55	72.	33	51.
1-RA-No	9	39.	1	4.	17	32.	7	12.	21	19.	7	18.	10	13.	28	44.
1-RA-ST.	3	13.	1	4.	7	13.	2	3.	10	8.			8	11.	3	5.
1-RA-?	1	5.	3	9.	5	4.	3	6.	21	19.	4	11.	3	4.		
	23	100.	31	100.	53	100.	57	100.	112	100.	38	100.	76	100.	64	100.
2-RA-Yes	36	43.	40	72.	43	60.	33	62.	25	49.	52	65.	53	76.	35	41.
2-RA-No	20	24.	8	14.	10	14.	4	7.	10	19.	7	9.	7	10.	33	39.
2-RA-ST.	25	30.	7	14.	12	17.	9	16.	6	13.	20	25.	7	10.	17	20.
2-RA-?	2	3.			7	9.	8	15.	10	19.	1	1.	3	4.		
	83	100.	55	100.	72	100.	54	100.	51	100.	80	100.	70	100.	85	100.
3-RA-Yes	22	44.	13	38.	22	44.	20	40.	5	39.	17	46.	22	59	9	26.
3-RA-No	17	34.	10	28.	10	20.	15	30.	4	30.	10	27.	7	19.	17	50.
3-RA-ST.	8	16.	11	31.	13	27.	4	9.	3	23.	10	27.	4	11.	6	17.
3-RA-?	2	6.	1	3.	4	9.	10	21.	1	8.			4	11.	2	7.
	49	100.	35	100.	49	100.	49	100.	13	100.	37	100.	37	100.	34	100.
4-RA-Yes	9	48.	7	58.	9	48.	8	29.	3	33.	9	48.	14	66.	7	53.
4-RA-No	6	31	2	17.	3	16.	8	29.	4	45.	5	26.			3	23.
4-RA-ST.	4	21.	3	25.	6	31.	2	7.	2	22.	5	26.	4	19.	2	16.
4-RA-?					1	5.	9	35.					3	15.	1	8.
	19	100.	12	100.	19	100.	27	100.	9	100.	19	100.	21	100.	13	100.
5-RA-Yes	13	42.	31	43.	6	50.	11	61.	6	30.	17	54.			3	33.
5-RA-No	15	49.	35	48.	6	50.	5	27.	12	60.	14	46.	1	100.	6	67.
5-RA-ST.	2	6.	5	7.			2	12.	1	5.						
5-RA-?	1	3.	1	2.					1	5.						
	31	100.	72	100.	12	100.	18	100.	20	100.	31	100.	1	100.	9	100.

RATING NUMBER	Question Number																	
	25	26	27	28	29	30	31	32	33									
RATING-1	63	51.	163	81.	94	46.	125	60.	159	78.	6	3.	35	17.	49	24.	95	47.
RATING-2	82	40.	32	15.	47	23.	46	23.	38	18.	33	16.	67	32.	77	37.	76	37.
RATING-3	14	6.	8	3.	29	14.	16	8.	2	1.	43	20.	39	20.	36	18.	24	11.
RATING-4	4	2.	1	.5	11	6.	4	2.	3	1.5	21	11.	16	7.	12	6.	4	2.
RATING-5	2	1.	1	.5	24	11.	14	7.	3	1.5	102	50.	48	24.	31	1.5	6	3.
	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.	205	100.
1-RA-Yes	66	65.	120	73.	70	74.	104	83.	145	91.	4	66.	25	71.	26	54.	71	75.
1-RA-No	26	25.	22	14.	17	19.	12	10.	4	3.	1	17.	4	11.	18	36.	16	17.
1-RA-ST.	10	9.	20	12.	6	6.	8	6.	9	5.	1	17.	2	7.	4	9.	7	7.
1-RA-?	1	1.	1	1.	1	1.	1	1.	1	1.			4	11.	1	1.	1	1.
	103	100.	163	100.	94	100.	125	100.	159	100.	6	100.	35	100.	49	100.	95	100.
2-RA-Yes	37	45.	21	65.	19	40.	30	65.	31	81.	23	68.	39	58.	37	48.	36	47.
2-RA-No	27	33.	3	9.	15	31.	5	10.	1	2.	5	11.	9	13.	20	26.	25	33.
2-RA-ST.	17	21.	8	26.	12	25.	11	25.	6	17.	5	16.	19	29.	17	23.	13	18.
2-RA-?	1	1.			1	4.									3	3.	2	2.
	82	100.	32	100.	47	100.	46	100.	38	100.	33	100.	67	100.	77	100.	76	100.
3-RA-Yes	5	36.	7	87.	17	58.	11	68.	1	50.	18	41.	19	48.	65	41.	12	50.
3-RA-No	6	43.	1	13.	4	13.	4	25.			18	41.	13	33.	10	27.	8	34.
3-RA-ST.	2	14.			7	24.	1	7.			7	18.	7	19.	8	23.	4	16.
3-RA-?	1	7.			1	5.			1	50.					3	9.		
	14	100.	8	100.	29	100.	16	100.	2	100.	43	100.	39	100.	36	100.	24	100.
4-RA-Yes	2	50.	1	100.	7	64.	3	75.	2	67.	10	47.	8	50.	6	50.	1	25.
4-RA-No	1	25.			2	18.	1	25.	1	33.	10	47.	4	25.	4	34.	3	75.
4-RA-ST.					2	18.							4	25.	1	8.		
4-RA-?	1	25.									1	6.			1	8.		
	4	100.	1	100.	11	100.	4	100.	3	100.	21	100.	16	100.	12	100.	4	100.
5-RA-Yes	1	50.	1	100.	13	54.	3	22.	1	34.	48	48.	22	45.	12	38.	4	67.
5-RA-No	1	50.			9	38.	10	72.	2	66.	48	48.	25	52.	17	54.	2	33.
5-RA-ST.					1	4.	1	6.			6	4.	1	3.	2	8.		
5-RA-?					1	4.												
	2	100.	1	100.	24	100.	14	100.	3	100.	102	100.	48	100.	31	100.	6	100.

APPENDIX J

CHARACTERISTICS OF THE SERVICES AND PROCEDURES OF

THE GUIDANCE AND COUNSELING PROGRAM

COLLEGE BOUND MALE

RATING	:	Question Number														
NUMBER	:	1	2	3	4	5	6	7	8							
RATING-1	11	8.	18	13.	5	4.	102	76.	81	60.	16	11.	23	18.	3	2.
RATING-2	47	34.	73	54.	25	18.	25	19.	42	31.	51	37.	26	19.	21	16.
RATING-3	48	36.	37	28.	46	34.	4	2.5	7	6.	23	18.	29	22.	34	25.
RATING-4	16	12.	6	4.5	32	24.	3	2.	2	1.	9	8.	15	11.	13	10.
RATING-5	13	10.	1	.5	27	20.	1	.5	3	2.	36	26.	42	30.	64	47.
	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.
1-RA-Yes	3	27.	17	95.	2	40.	97	95.	65	80.	7	43.	15	66.	1	34.
1-RA-No	5	46.	1	5.	2	40.	2	2.	8	10.	7	43.	6	26.	2	66.
1-RA-ST.	3	27.			1	20.	2	2.	7	9.	2	14.	2	8.		
1-RA-?							1	1.	1	1.						
	11	100.	18	100.	5	100.	102	100.	81	100.	16	100.	23	100.	3	100.
2-RA-Yes	19	40.	69	94.	17	68.	22	88.	31	73.	22	44.	16	62.	12	57.
2-RA-No	21	44.	3	5.	8	32.	3	12.	5	11.	12	23.	5	19.	8	38.
2-RA-ST.	4	9.	1	1.					6	16.	17	33.	5	19.	1	5.
2-RA-?	3	7.														
	47	100.	73	100.	25	100.	25	100.	42	100.	51	100.	26	100.	21	100.
3-RA-Yes	21	44.	32	87.	27	58.	4	100.	2	28.	14	60.	10	35.	17	50.
3-RA-No	14	30.	2	5.	16	34.			3	44.	6	25.	12	42.	14	42.
3-RA-ST.	10	20.	2	5.	3	8.			2	28.	3	15.	5	18.	2	5.
3-RA-?	3	6.	1	3.								2	2	5.	1	5.
	48	100.	37	100.	46	100.	4	100.	7	100.	23	100.	29	100.	34	100.
4-RA-Yes	11	68.	2	33.	13	40.	3	100.	1	50.	4	44.	6	40.	4	30.
4-RA-No	4	25.	3	50.	14	43.			1	50.	4	44.	7	46.	6	46.
4-RA-ST.	1	7.	1	17.	5	17.					1	12.	2	14.	3	24.
4-RA-?																
	16	100.	6	100.	32	100.	3	100.	2	100.	9	100.	15	100.	13	100.
5-RA-Yes	4	30.	1	100.	16	60.			1	34.	17	48.	23	54.	28	44.
5-RA-No	8	62.			11	40.	1	100.	2	66.	15	41.	16	38.	28	48.
5-RA-ST.	1	8.									3	8.	2	5.	7	11.
5-RA-?											1	3.	1	3.	1	1.
	13	100.	1	110.	27	100.	1	100.	3	100.	36	100.	42	100.	64	100.

RATING NUMBER	:	Question Number														
		9	10	11	12	13	14	15	16							
RATING-1	25	19.	88	65.	76	57.	106	79.	71	53	43	31.	43	32.	108	80.
RATING-2	49	36.	36	27.	43	32.	27	20.	44	33.	57	43.	55	41.	23	18.
RATING-3	32	24.	11	8.	9	7.			15	11.	26	19.	19	14.	1	.5
RATING-4	14	10.			4	2.	1	.5	2	1.	7	6.	4	2.	2	1.
RATING-5	15	11.			3	2.	1	.5	3	2.	2	1.	14	11.	1	.5
	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.
1-RA-Yes	10	40.	75	85.	67	88.	96	91.	60	85.	21	49.	36	83.	99	92.
1-RA-No	10	40.	5	6.	7	9.	3	3.	6	8.	18	41.	4	9.	4	4.
1-RA-ST.	5	20.	6	7.	2	3.	7	6.	4	6.	4	10.	3	8.	5	4.
1-RA-?			2	2.					1	1.						
	25	100.	88	100.	76	100.	106	100.	71	100.	43	100.	43	100.	108	100.
2-RA-Yes	28	58.	27	75.	39	90.	24	88.	33	75.	28	50.	42	76.	21	92.
2-RA-No	16	32.	4	11.	2	5.			4	9.	21	37.	6	11.	1	4.
2-RA-ST.	5	10.	3	8.	2	5.	3	12.	6	14.	8	13.	7	13.	1	4.
2-RA-?			2	6.					1	2.						
	49	100.	36	100.	43	100.	27	100.	44	100.	57	100.	55	100.	23	100.
3-RA-Yes	16	50.	9	82.	5	56.			9	60.	17	65.	10	52.	1	100.
3-RA-No	10	32.			2	22.			5	34.	6	23.	6	31.		
3-RA-ST.	4	12.	1	9.	1	11.			1	6.	3	12.	3	17.		
3-RA-?	2	6.	1	9.	1	11.										
	32	100.	11	100.	9	100.			15	100.	26	100.	19	100.	1	100.
4-RA-Yes	7	50.			1	25.	1	100.	1	50.	5	72.	3	75.	1	50.
4-RA-No	4	29.			2	50.			1	50.	1	14.	1	25.	1	50.
4-RA-ST.	1	7.			1	25.					1	14.				
4-RA-?	2	14.														
	14	100.			4	100.	1	100.	2	100.	7	100.	4	100.	2	100.
5-RA-Yes	5	34.			2	66.	1	100.	1	34.			10	72.		
5-RA-No	10	66.			1	34.			1	33.	1	50.	3	22.	1	100.
5-RA-ST.									1	33.	1	50.	1	6.		
5-RA-?	15	100.			3	100.	1	100.	3	100.	2	100.	14	100.	1	100.

RATING NUMBER	:	Question Number															
	;	17	18	19	20	21	22	23	24								
RATING-1		15	11.	24	18.	18	14.	34	25.	51	37.	18	14.	40	30.	45	33.
RATING-2		44	33.	31	23.	46	34.	38	28.	48	36.	61	45.	55	40.	53	39.
RATING-3		45	34.	35	25.	32	23.	40	30.	20	14.	25	19.	29	19.	25	19.
RATING-4		12	8.	14	11.	25	19.	12	8.	3	3.	11	8.	8	5.	9	7.
RATING-5		19	14.	31	23.	14	10.	11	9.	13	10.	20	14.	3	6.	3	2.
		135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.
1-RA-Yes		9	60.	20	84.	8	45.	29	85.	30	57.	14	78.	32	80.	28	62.
1-RA-No		4	26.	3	12.	8	45.	3	8.	10	17.	2	11.	5	12.	13	29.
1-RA-ST.		1	7.			1	5.			3	11.	2	11.	1	3.	3	6.
1-RA-?		1	7.	1	4.	1	5.	2	7.	8	15.		2		5.	1	3.
		15	100.	24	100.	18	100.	34	100.	51	100.	18	100.	40	100.	45	100.
2-RA-Yes		24	54.	18	58.	28	61.	19	50.	24	50.	36	59.	41	74.	28	53.
2-RA-No		12	27.	4	12.	6	13.	8	21.	11	23.	9	15.	6	11.	20	38.
2-RA-ST.		8	18.	9	30.	9	19.	6	15.	6	12.	15	25.	5	10.	3	5.
2-RA-?						3	7.	5	14.	7	15.	1	1.	3	5.	2	4.
		44	100.	31	100.	46	100.	38	100.	48	100.	61	100.	55	100.	53	100.
3-RA-Yes		30	66.	19	54.	18	57.	22	55.	8	40.	13	52.	18	62.	11	44.
3-RA-No		7	15.	11	31.	8	25.	11	27.	9	45.	6	24.	4	13.	10	40.
3-RA-ST.		8	19.	3	8.	5	15.	2	9.	3	15.	5	20.	4	13.	1	4.
3-RA-?				2	7.	1	3.	5	12.			1	4.	3	12.	3	12.
		45	100.	35	100.	32	100.	40	100.	20	100.	25	100.	29	100.	25	100.
4-RA-Yes		3	25.	8	57.	10	40.	6	50.			9	82.	2	25.	5	56.
4-RA-No		8	67.	5	35.	12	48.	2	17.	3	100.	2	18.	5	62.	4	44.
4-RA-ST.		1	8.	1	8.	2	8.	3	25.								
4-RA-?						1	4.	1	8.					1	13.		
		12	100.	14	100.	25	100.	12	100.	3	100.	11	100.	8	100.	9	100.
5-RA-Yes		11	57.	13	41.	5	35.	3	27.	5	39.	11	55.				
5-RA-No		5	27.	18	59.	7	50.	7	64.	5	39.	5	25.	1	34.	2	66.
5-RA-ST.		2	10.			2	15.			1	6.	2	10.	1	33.		
5-RA-?		1	6.					1	9.	2	16.	2	10.	1	33.	1	34.
		19	100.	31	100.	14	100.	11	100.	13	100.	20	100.	3	100.	3	100.

RATING :		Question Number																	
NUMBER :	25	26	27	28	29	30	31	32	33										
RATING-1	65	48.	101	76.	65	48.	101	74.	103	76.	7	5.	25	19.	47	34.	63	47.	
RATING-2	43	31.	28	20.	39	28.	24	18.	30	23.	23	18.	44	32.	42	32.	47	34.	
RATING-3	19	14.	6	4.	18	14.	9	7.5	1	.5	38	28.	25	19.	24	17.	14	11.	
RATING-4	6	5.			7	5.	1	.5	1	.5	18	13.	13	10.	14	11.	8	5.	
RATING-5	2	2.			6	5.					49	36.	28	20.	8	6.	3	3.	
	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	135	100.	
1-RA-Yes	41	64.	75	75.	47	72.	78	77.	91	88.	3	43.	20	80.	23	49.	43	68.	
1-RA-No	17	26.	10	10.	13	20.	13	13.	7	7.	3	43.	5	20.	19	40.	15	24.	
1-RA-ST.	6	9	16	15.	5	8.	10	10.	5	5.	1	14		5	11.	4	6.		
1-RA-?	1	1.														1	2.		
	65	100.	101	100.	65	100.	101	100.	103	100.	7	100.	25	100.	47	100.	63	100.	
2-RA-Yes	26	60.	23	83.	24	61.	19	80.	26	86.	13	56.	30	70.	24	58.	34	72.	
2-RA-No	14	32.	4	15.	8	20.	3	12.	3	10.	4	18.	7	15.	12	28.	11	23.	
2-RA-ST.	2	4.	1	2.	5	12.	2	8.	1	4.	5	21.	7	15.	6	14.	2	5.	
2-RA-?	1	4.			2	7.					1	5.							
	43	100.	28	100.	39	100.	24	100.	30	100.	23	100.	44	100.	42	100.	47	100.	
3-RA-Yes	7	36.	4	66.	11	61.	7	78.	1	100.	15	39.	14	56.	14	59.	9	64.	
3-RA-No	9	48.	1	17.	3	16.	20	22.			18	47.	5	20.	5	20.	2	14.	
3-RA-ST.	2	10.	1	17.	3	16.					5	14.	6	24.	3	12.	3	22.	
3-RA-?	1	6.			1	7.									2	9.			
	19	100.	6	100.	18	100.	9	100.	1	100.	38	100.	25	100.	24	100.	14	100.	
4-RA-Yes	3	50.			5	71.					5	27.	6	46.	6	42.	4	50.	
4-RA-No	2	33.			2	29.	1	100.	1	100.	6	34.	3	22.	6	42.	4	50.	
4-RA-ST.											4	22.	2	16.	2	16.			
4-RA-?	1	17.									3	17.	2	16.					
	6	100.			7	100.	1	100.	1	100.	18	100.	13	100.	14	100.	8	100.	
5-RA-Yes	1	50.			2	33.					28	58.	15	53.	6	75.	2	66.	
5-RA-No					4	67.					20	40.	10	35.	2	25.	1	34.	
5-RA-ST.	1	50.									1	2.	1	3.					
5-RA-?													2	9.					
	2	100			6	100.					49	100.	28	100.	8	100.	3	100.	

APPENDIX K

CHARACTERISTICS OF THE SERVICES AND PROCEDURES OF THE
GUIDANCE AND COUNSELING PROGRAM
COLLEGE-BOUND FEMALE

RATING NUMBER	:	Question Number														
	:	1	2	3	4	5	6	7	8							
RATING-1	15	13.	33	26.	6	4.	94	77.	89	73.	7	6.	23	19.	3	3.
RATING-2	39	32.	48	39.	28	23.	24	20.	26	21.	39	32.	38	30.	14	12.
RATING-3	43	34.	32	26.	38	30.	3	2.	4	3.5	23	19.	17	13.	28	23.
RATING-4	17	13.	9	8.5	10	9.	1	.5	1	.5	5	4.	15	12.	8	7.
RATING-5	9	8.	1	.5	41	34.	1	.5	3	.2	49	39.	30	26.	70	55.
	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.
1-RA-Yes	7	46.	26	79.	2	33.	81	87.	74	83.	3	43.	12	53.	3	100.
1-RA-No	5	34.	6	19.	3	50.	3	3.	4	5.	3	43.	4	18.		
1-RA-ST.	2	14.	1	2.	1	17.	5	5.	8	9.			6	26.		
1-RA-?	1	6.					5	5.	3	3.	1	14.	1	3.		
	15	100.	33	100.	6	100.	94	100.	89	100.	7	100.	23	100.	3	100.
2-RA-Yes	10	25.	44	91.	20	71.	21	87.	19	73.	16	41.	18	47.	7	50.
2-RA-No	18	47.	4	9.	5	17.			2	7.	15	35.	8	21.	4	29.
2-RA-ST.	11	28.			3	12.	1	4.	5	20.	8	24.	11	29.	3	21.
2-RA-?							2	9.					1	3.		
	39	100.	48	100.	28	100.	24	100.	26	100.	39	100.	38	100.	14	100.
3-RA-Yes	18	41.	25	79.	22	57.	1	34.	3	75.	12	50.	6	36.	16	57.
3-RA-No	18	41.	5	15.	13	35.	2	66.			8	34.	7	42.	9	32.
3-RA-ST.	7	18.	2	6.	1	3.			1	25.	3	14.	2	11.	3	11.
3-RA-?					2	5.							2	11.		
	43	100.	32	100.	38	100.	3	100.	4	100.	23	100.	17	100.	28	100.
4-RA-Yes	6	36.	9	100.	6	60.			1	100.	2	40.	10	66.	2	25.
4-RA-No	6	36.			4	40.							4	26.	4	50.
4-RA-ST.	4	23.					1	100.			3	60.			2	25.
4-RA-?	1	5.											1	8.		
	17	100.	9	100.	10	100.	1	100.	1	100.	5	100.	15	100.	8	100.
5-RA-Yes	9	100.	1	100.	16	39.			1	34.	29	60.	15	50.	40	57.
5-RA-No					18	44.	1	100.	2	66.	20	40.	12	40.	27	39.
5-RA-ST.					5	12.							2	6.5	3	4.
5-RA-?					2	5.							1	3.5		
	9	100.	1	100.	41	100.	1	100.	3	100.	49	100.	30	100.	70	100.

RATING NUMBER	Question Number															
	:	9		10		11		12		13		14		15		16
RATING-1	:	35	29.	95	78.	80	66.	106	86.	70	57.	51	42.	43	34.	111 90.
RATING-2	:	47	38.	22	18.	39	32.	16	13.5	37	30.	46	38.	40	33.	9 7.
RATING-3	:	21	18.	4	3.					8	7.	18	14.	9	8.	3 3.
RATING-4	:	7	5.	1	.5	2	1.			4	3.	4	3.	2	1.	
RATING-5	:	13	10.	1	.5	2	1.	1	.5	4	3.	4	3.	29	24.	
	:	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123 100.
1-RA-Yes	:	12	34.	86	91.	72	90.	103	97.	53	76.	23	46.	35	82.	105 94.
1-RA-No	:	21	60.	3	3.	2	2.	1	1.	8	11.	20	39.	4	9.	2 2.
1-RA-ST.	:	2	6.	4	4.	6	8.	2	2.	9	13.	8	15.	3	8.	4 4.
1-RA-?	:			2	2.									1	1.	
	:	35	100.	95	100.	80	100.	106	100.	70	100.	51	100.	43	100.	111 100.
2-RA-Yes	:	18	38.	16	73.	31	79.	12	76.	21	56.	21	45.	25	62.	7 78.
2-RA-No	:	26	55	2	9.	5	12.	2	12.	4	10.	9	19.	3	7.	1 11.
2-RA-ST.	:	3	7.	4	18.	3	9.	2	12.	11	30.	16	36.	12	31.	1 11.
2-RA-?	:									1	4.					
	:	47	100.	22	100.	39	100.	16	100.	37	100.	46	100.	40	100.	
3-RA-Yes	:	8	38.	4	100.					3	38.	11	61.	5	56.	2 66.
3-RA-No	:	11	53.							2	25.	2	11.	2	22.	1 34.
3-RA-ST.	:	2	9.							2	25.	4	22.	1	11.	
3-RA-?	:									1	12.	1	6.	1	11.	
	:	21	100.	4	100.					8	100.	18	100.	9	100.	3 100.
4-RA-Yes	:	6	86.	1	100.	1	50.			3	75.	4	100.	2	100.	
4-RA-No	:	1	14.			1	50.									
4-RA-ST.	:									1	25.					
4-RA-?	:															
	:	7	100.	1	100.	2	100.			4	100.	4	100.	2	100.	
5-RA-Yes	:	9	69.							3	75.	2	50.	15	51.	
5-RA-No	:	4	31.			2	100.			1	25.	2	50.	11	38.	
5-RA-ST.	:			1	100.			1	100.					3	11.	
5-RA-?	:															
	:	13	100.	1	100.	2	100.	1	100.	4	100.	4	100.	29	100.	

RATING NUMBER	Question Number															
	17	18	19	20	21	22	23	24								
RATING-1	11	8.	16	13.	33	26.	34	27.	81	65.	21	18.	47	38.	44	35.
RATING-2	53	43.	40	33.	44	36.	36	30.	25	21.	48	38.	48	39.	50	41.
RATING-3	28	23.	17	13.	32	26.	28	22.	7	5.	19	15.	18	15.	19	16.
RATING-4	13	11.	7	6.	10	8.	20	16.	3	3.	16	13.	10	8.	8	7.
RATING-5	18	15.	43	35.	4	4.	5	5.	7	6.	19	16.			2	1.
	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.
1-RA-Yes	1	9.	13	82.	14	42.	24	70.	41	50.	14	66.	34	72.	20	45.
1-RA-No	7	64.			12	36.	6	20.	14	17.	4	19.	6	12.	21	47.
1-RA-ST.	2	18.	1	6.	6	18.	2	5.	7	9.			5	10.	3	8.
1-RA-?	1	9.	2	12.	1	4.	2	5.	19	24.	3	15.	2	6.		
	11	100.	16	100.	33	100.	34	100.	81	100.	21	100.	47	100.	44	100.
2-RA-Yes	28	53.	29	72.	24	54.	20	55.	11	44.	34	71.	35	72.	15	30.
2-RA-No	10	19.	7	17.	6	14.	2	5.	3	12.	4	9.	4	8.	24	48.
2-RA-ST.	13	24.	4	11.	7	16.	6	16.	4	16.	10	20.	6	12.	11	22.
2-RA-?	2	4.			7	16.	8	24.	7	28.			3	8.		
	53	100.	40	100.	44	100.	36	100.	25	100.	48	100.	48	100.	50	100.
3-RA-Yes	15	53.	7	41.	17	53.	13	46.	3	43.	8	42.	11	61.	8	42.
3-RA-No	9	33.	2	13.	7	21.	7	25.	3	43.	6	31.	2	11.	7	36.
3-RA-ST.	3	10.	7	41.	5	15.	1	4.			5	27.	2	11.	3	15.
3-RA-?	1	4.	1	5.	3	11.	7	25	1	14.			3	17.	1	7.
	28	100.	17	100.	32	100.	28	100.	7	100.	19	100.	18	100.	19	100.
4-RA-Yes	6	46.	5	71.	4	40.	6	30.	1	34.	8	50.	6	60.	6	75.
4-RA-No	4	30.			1	10.	5	25.	1	33.	3	18.			2	25.
4-RA-ST.	3	24.	2	29.	4	40.	1	5.	1	33.	5	32.	2	20.		
4-RA-?					1	10.	8	40.					2	20.		
	13	100.	7	100.	10	100.	20	100.	3	100.	16	100.	10	100.	8	100.
5-RA-Yes	9	50.	20	46.	2	50.	3	60.	3	42.	11	57.				
5-RA-No	7	38.	19	45.	2	50.	2	40.	3	42.	8	43.			2	100.
5-RA-ST.	1	6.	3	7.												
5-RA-?	1	6.	1	2.					1	16.						
	18	100.	43	100.	4	100.	5	100.	7	100.	19	100.			2	100.

RATING	:	Question Number																
NUMBER	:	25	26	27	28	29	30	31	32	33								
RATING-1	64	52.	104	85.	58	47.	76	62.	97	78.	4	3.	19	16.	27	20.	65	53.
RATING-2	47	38.	14	12.	25	20.	26	21.	21	18.	21	18.	41	33.	48	39.	42	34.
RATING-3	8	7.	3	2.	15	12.	11	8.	2	1.5	25	20.	21	18.	21	20.	14	12.
RATING-4	4	3.	1	.5	8	7.	3	3.	1	1.	12	10.	7	5.	8	6.	1	.5
RATING-5			1	.5	17	14.	7	6.	2	1.5	61	49.	35	28.	19	15.	1	.5
	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.	123	100.
1-RA-Yes	35	55.	70	67.	42	72.	61	80.	89	92.	2	50.	12	63.	14	51.	48	74.
1-RA-No	18	29.	15	15.	12	21.	8	10.	2	2.	1	25.	4	21.	8	29.	10	15.
1-RA-ST.	10	15.	18	17.	4	7.	6	8.	5	5.	1	25.	2	10.	4	14.	6	9.
1-RA-?	1	1.	1	1.		1	2.	1	1	1.			1	6.	1	6.	1	2.
	64	100.	104	100.	58	100.	76	100.	97	100.	4	100.	19	100.	27	100.	65	100.
2-RA-Yes	15	32.	8	57.	12	48.	15	57.	18	85.	15	72.	22	53.	22	46.	18	42.
2-RA-No	20	42.	1	8.	7	28.	3	11.			4	19.	6	14.	13	28.	15	35.
2-RA-ST.	11	23.	5	35.	6	24.	8	32.	3	15.	2	9.	13	33.	11	23.	8	19.
2-RA-?	1	3.													2	3.	1	4.
	47	100.	14	100.	25	100.	26	100.	21	100.	21	100.	41	100.	48	100.	42	100.
3-RA-Yes	3	37.	2	66.	9	60.	9	82.	1	50.	11	44.	12	57.	11	53.	9	64.
3-RA-No	4	50.	1	34.	2	14.	2	18.			11	44.	7	34.	4	19.	3	22.
3-RA-ST.				3	20.						3	12.	2	9.	3	14.	2	14.
3-RA-?	1	13.		1	6.				1	50.					3	14.		
	8	100.	3	100.	15	100.	11	100.	2	100.	25	100.	21	100.	21	100.	14	100.
4-RA-Yes	2	50.	1	100.	6	75.	3	100.	1	100.	7	58.	4	57.	4	50.		
4-RA-No	1	25.			1	12.5					4	33.	1	14.	2	25.	1	100.
4-RA-ST.					1	12.5							2	29.	1	12.5		
4-RA-?	1	25.									1.	9.			1	12.5		
	4	100.	1	100.	8	100.	3	100.	1	100.	12	100.	7	100.	8	100.	1	100.
5-RA-Yes			1	100.	10	58.	2	28.	1	50.	32	52.	17	48.	8	42.		
5-RA-No					5	30.	4	57.	1	50.	24	37.	17	48.	9	40.	1	100.
5-RA-ST.					1	6.	1	15.			5	11.	1	4.	2	10.		
4-RA-?				1	6.													
			1	100.	17	100.	7	100.	2	100.	61	100.	35	100.	19	100.	1	100.

APPENDIX L

THE CHARACTERISTICS OF THE SERVICES AND PROCEDURES
OF THE COUNSELING AND GUIDANCE PROGRAM
NON-COLLEGE-BOUND MALE

RATING NUMBER	:	Question Number														
		1	2	3	4	5	6	7	8							
RATING-1	9	13.	17	26.	2	3.	40	61.	42	64.	12	18.	10	15.	6	10.
RATING-2	17	26.	32	48.	13	20.	16	24.	17	26.	22	33.	14	21.	8	13.
RATING-3	21	32.	10	15.	27	40.	5	8.	3	4.	17	26.	11	17.	18	27.
RATING-4	8	13.	5	8.	5	8.	3	4.			4	7.	10	15.	12	18.
RATING-5	11	16.	2	3.	19	29.	2	3.	4	6.	11	16.	21	32.	22	32.
	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.
1-RA-Yes	3	33.	15	88.	1	50.	34	85.	32	77.	9	75.	7	70.	4	67.
1-RA-No	4	45.	2	12.	1	50.	4	10.	6	14.	3	25.	3	30.	2	33.
1-RA-ST.	1	11.					1	2.5	4	9.						
1-RA-?	1	11.					1	2.5								
	9	100.	17	100.	2	100.	40	100.	42	100.	12	100.	10	100.	6	100.
2-RA-Yes	4	24.	25	79.	6	46.	14	88.	12	70.	9	40.	6	42.	2	25.
2-RA-No	10	58.	6	18.	3	23.	2	12.	5	30.	8	37.	4	29.	5	63.
2-RA-ST.	3	18.	1	3.	4	31.					5	23.	4	29.	1	12.
2-RA-?																
	17	100.	32	100.	13	100.	16	100.	17	100.	22	100.	14	100.	8	100.
3-RA-Yes	5	23.	9	90.	10	37.	4	80.	1	34.	9	52.	7	64.	9	50.
3-RA-No	13	61.	1	10.	15	55.			2	66.	5	30.	1	9.	7	38.
3-RA-ST.	2	9.			2	8.	1	20.			3	18.	2	18.	2	12.
3-RA-?	1	7.											1	9.		
	21	100.	10	100.	27	100.	5	100.	3	100.	17	100.	11	100.	18	100.
4-RA-Yes	3	37.	3	60.			2	66.			3	75.	3	30.	6	50.
4-RA-No	5	63.	1	20.	3	60.					1	25.	5	50.	6	50.
4-RA-ST.			1	20.	2	40.	1	34.					2	20.		
4-RA-?																
	8	100.	5	100.	5	100.	3	100.			4	100.	10	100.	12	100.
5-RA-Yes	4	37.	1	50.	6	31.	1	50.	1	25.	8	73.	12	57.	6	28.
5-RA-No	6	55.	1	50.	11	57.	1	50.	3	75.	3	27.	8	38.	15	69.
5-RA-ST.	1	8.			2	12.							1	5.	1	3.
5-RA-?																
	11	100.	2	100.	19	100.	2	100.	4	100.	11	100.	21	100.	22	100.

RATING NUMBER	:	Question Number														
		9	10		11		12		13		14		15		16	
RATING-1	14	21.	40	61.	34	52.	43	65.	38	58.	27	41.	30	45.	48	72.
RATING-2	31	47.	17	26.	24	36.	16	24.	22	33.	21	32.	23	35.	8	13.
RATING-3	10	15.	6	9.	6	9.	2	3.	4	7.	12	18.	3	5.	6	9.
RATING-4	4	7.	1	1.	4	6.	1	1.	1	1.	5	8.	3	5.	3	5.
RATING-5	7	10.	2	3.	2	3.	4	7.	1	1.	1	1.	7	10.	1	1.
	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.
1-RA-Yes	14	100.	37	92.	32	94.	39	91.	32	85.	20	74.	27	90.	41	85.
1-RA-No			3	8.	1	3.	3	5.	4	11.	6	23.	2	6.	5	10.
1-RA-ST.					1	3.	1	4.	1	2.	1	3.	1	4.	2	5.
1-RA-?									1	2.						
	14	100.	40	100.	34	100.	43	100.	38	100.	27	100.	30	100.	48	100.
2-RA-Yes	19	62.	12	70.	19	80.	12	75.	16	72.	12	58.	16	69.	6	75.
2-RA-No	9	29.	4	24.	3	12.	3	18.	5	22.	6	28.	5	21.	1	12.5
2-RA-ST.	3	9.	1	6.	2	8.	1	7.			3	14.	2	10.	1	12.5
2-RA-?									1	6.						
	31	100.	17	100.	24	100.	16	100.	22	100.	21	100.	23	100.	8	100.
3-RA-Yes	6	60.	3	50.	1	50.	1	50.	2	50.	9	75.	3	100.	4	67.
3-RA-No	3	30.	2	33.	1	50.	1	50.	1	25.	2	17.			2	33.
3-RA-ST.	1	10.	1	17.					1	25.	1	8.				
3-RA-?																
	10	100.	6	100.	2	100.	2	100.	4	100.	12	100.	3	100.	6	100.
4-RA-Yes	2	50.	1	100.	1	25.	1	100.	1	100.	2	40.	2	66.	1	34.
4-RA-No	2	50.			3	75.					3	60.	1	34.	2	66.
4-RA-ST.																
4-RA-?																
	4	100.	1	100.	4	100.	1	100.	1	100.	5	100.	3	100.	3	100.
5-RA-Yes	2	29.			1	50.	1	25.					4	57.	1	100.
5-RA-No	5	71.	2	100.	1	50.	3	75.	1	100.	1	100.	3	43.		
5-RA-ST.																
5-RA-?																
	7	100.	2	100.	2	100.	4	100.	1	100.	1	100.	7	100.	1	100.

RATING NUMBER	:	Question Number														
		17	18	19	20	21	22	23	24							
RATING-1	13	20.	17	26.	27	41.	17	26.	27	41.	19	29.	22	33.	23	35.
RATING-2	18	27.	15	23.	20	30.	18	27.	24	36.	25	37.	20	30.	21	32.
RATING-3	18	27.	14	20.	12	18.	14	21.	3	5.	8	13.	17	26.	14	21.
RATING-4	6	10.	8	13.	4	6.	7	11.	6	9.	3	5.	6	10.	7	11.
RATING-5	11	16.	12	18.	3	5.	10	15.	6	9.	11	16.	1	1.	1	1.
	66	100	66	100	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.
1-RA-Yes	6	46.	11	64.	18	66.	15	89.	18	66.	10	52.	18	81.	16	69.
1-RA-No	6	46.	6	36.	6	22.	2	11.	8	29.	5	27.	4	19.	7	31.
1-RA-ST.	1	8.			3	12.			1	5.	4	21.				
1-RA-?																
	13	100.	17	100.	27	100.	17	100.	27	100.	19	100.	22	100.	23	100.
2-RA-Yes	12	66.	7	46.	15	75.	14	77.	15	62.	16	64.	15	75.	12	58.
2-RA-No	1	5.	5	33.	1	5.	4	23.	6	25.	5	20.	2	10.	7	34.
2-RA-ST.	5	29.	3	21.	4	20.			1	5.	3	12.	2	10.	1	4.
2-RA-?									2	8.	1	4.	1	5.	1	4.
	18	100.	15	100.	20	100.	18	100.	24	100.	25	100.	20	100.	21	100.
3-RA-Yes	10	55.	5	35.	8	67.	5	35.	2	66.	4	50.	8	47.	5	36.
3-RA-No	8	45	8	57.	4	33.	5	35.	1	34.	3	37.	6	36.	7	50.
3-RA-ST.			1	8.			2	15.					3	17.	1	7.
3-RA-?							2	15.			1	13.			1	7.
	18	100.	14	100.	12	100.	14	100.	3	100.	8	100.	17	100.	14	100.
4-RA-Yes	2	33.	5	63.	1	25.	3	43.	3	50.	2	66	3	50	3	43
4-RA-No	3	50.	3	37.	3	75.	3	43.	1	17.	1	34.	2	33.	4	57.
4-RA-ST.	1	17.					1	14.	1	16.5			1	17.		
4-RA-?									1	16.5						
	6	100.	8	100.	4	100.	7	100.	6	100.	3	100.	6	100.	7	100.
5-RA-Yes	8	73.	5	42.	2	66.	6	60.	1	17.	5	46.				
5-RA-No	3	27.	6	50.	1	34.	3	30.	4	66.	6	54.	1	100.	1	100.
5-RA-ST.			1	8.					1	17.						
5-RA-?							1	10.								
	11	100.	12	100.	3	100.	10	100.	6	100.	11	100.	1	100.	1	100.

RATING :		Question Number																
NUMBER :		25		26		27		28		29		30		31		32		33
RATING-1	33	50.	43	66.	27	40.	46	70.	42	64.	10	15.	15	23.	27	40.	32	47.
RATING-2	25	38.	17	26.	24	36.	11	16.	18	28.	12	18.	21	32.	21	32.	19	29.
RATING-3	4	7.	3	4.	7	11.	6	10.	3	4.	14	21.	18	27.	7	11.	7	11.
RATING-4	3	4.	2	3.	2	3.	1	1.	2	3	7	11.	5	7.	5	7.	6	10.
RATING-5	1	1.	1	1.	6	10.	2	3.	1	1	23	35.	7	11.	6	10.	2	3.
	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.	66	100.
1-RA-Yes	23	69.	32	74.	20	74.	36	78.	36	85.	7	70.	12	80.	18	66.	23	71.
1-RA-No	7	22.	9	21.	6	23.	10	22.	5	12.	3	30.	3	20.	7	26.	8	25.
1-RA-ST.	3	9.	2	5.	1	3.			1	3.					1	4.	1	4.
1-RA-?															1	4.		
	33	100.	43	100.	27	100.	46	100.	42	100.	10	100.	15	100.	27	100.	32	100.
2-RA-Yes	16	64.	16	94.	15	62.	7	64.	17	95.	6	50.	14	66.	11	53.	14	73.
2-RA-No	7	28.			8	34.	2	18.			3	25.	5	27.	4	19.	2	10.
2-RA-ST.	1	4.	1	6.	1	4.	2	18.	1	5.	3	25.	2	7.	4	19.	2	10.
2-RA-?	1	4.													2	9.	1	7.
	25	100.	17	100.	24	100.	11	100.	18	100.	12	100.	21	100.	21	100.	19	100.
3-RA-Yes	1	25.	3	100.	3	43.	5	83.			8	57.	13	73.	4	57.	1	14.
3-RA-No	2	50.			4	57.			2	66.	6	43.	4	23.	3	43.	2	29.
3-RA-ST.							1	17.	1	34.			1	4.			3	43.
3-RA-?	1	25.															1	14.
	4	100.	3	100.	7	100.	6	100.	3	100.	14	100.	18	100.	7	100.	7	100.
4-RA-Yes			2	100.	1	50.	1	100.			3	44.	1	20.	3	60.	3	50.
4-RA-No	2	66.			1	50.			2	100.	2	28.	3	60.	1	20.	3	50.
4-RA-ST.	1	34.									1	14.	1	20.	1	20.		
4-RA-?											1	14.						
	3	100.	2	100.	2	100.	1	100.	2	100.	7	100.	5	100.	5	100.	6	100.
5-RA-Yes					1	17.	1	50.			8	34.	2	29.	2	34.		
5-RA-No	1	100.	1	100.	4	66.	1	50.	1	100.	13	56.	5	71.	4	66.	2	100.
5-RA-ST.					1	17.					2	10.						
5-RA-?	1	100.	1	100.	6	100.	2	100.	1	100.	23	100.	7	100.	6	100.	2	100.

APPENDIX M

THE CHARACTERISTICS OF THE SERVICES AND PROCEDURES
OF THE GUIDANCE AND COUNSELING PROGRAM
NON-COLLEGE-BOUND FEMALE

RATING	:	Question Number														
NUMBER	:	1	2	3	4	5	6	7	8							
RATING-1	3	4.	19	23.	9	11.	55	68.	49	60.	14	17.	24	29.	4	5.
RATING-2	21	26.	44	54.	14	18.	21	26.	24	29.	32	39.	19	23.	10	12.
RATING-3	26	32.	14	18.	23	28.	1	1.	4	5.	12	14.	14	18.	15	18.
RATING-4	10	12.	4	4.	13	15.	4	4.	3	4.	3	4.	4	5.	10	12.
RATING-5	22	26.	1	1.	23	28.	1	1.	2	2.	21	26.	21	25.	43	53.
	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.
1-RA-Yes	1	34.	16	85.	6	67.	52	94.	40	81.	7	50.	15	62.	4	100.
1-RA-No	2	66.	3	15.	3	33.	3	6.	5	10.	6	42.	2	9.		
1-RA-ST.									3	7.	1	8.	5	20.		
1-RA-?									1	2.			2	9.		
	3	100.	19	100.	9	100.	55	100.	49	100.	14	50.	24	100.	4	100.
2-RA-Yes	3	15.	38	86.	9	65.	19	90.	20	84.	17	54.	14	73.	4	40.
2-RA-No	12	57.	6	14.	3	23.			2	8.	9	29.	4	21.	2	20.
2-RA-ST.	6	28.			1	6.	1	5.	2	8.	5	15.	1	6.	4	40.
2-RA-?					1	6.	1	5.			1	2.				
	21	100	44	100.	14	10.	21	100.	24	100.	32	100.	19	100.	10	100.
3-RA-Yes			10	72.	8	34.	1	100.	1	25.	5	42.	5	35.	4	26.
3-RA-No	19	73.	3	22.	12	53.			3	75.	7	75.	5	35.	10	66.
3-RA-ST.	6	23.	1	6.	3	13.							2	15.	1	8.
3-RA-?	1	4.											2	15.		
	26	100.	14	100.	23	100.	1	100.	4	100.	12	100.	14	100.	15	100.
4-RA-Yes	5	50.	3	75.	2	16.	3	75.	1	34.	1	34.	2	50.	4	40.
4-RA-No	4	40.			7	53.	1	25.	1	33.	2	66.	2	50.	4	40.
4-RA-ST.	1	10.			4	31.			1	33.					2	20.
4-RA-?			1	25.												
	10	100	4	100.	13	100.	4	100.	3	100.	3	100.	4	100.	10	100.
5-RA-Yes	11	50.			8	34.	1	100.	1	50.	7	34.	9	42.	16	38.
5-RA-No	7	31.	1	100.	14	60.					12	57.	11	53.	24	56.
5-RA-ST.	4	19.			1	6.			1	50.	2	9.	1	5.	3	6.
5-RA-?																
	22	100.	1	100.	23	100.	1	100.	2	100.	21	100.	21	100.	43	100.

RATING :	Question Number															
NUMBER :	9	10	11	12	13	14	15	16								
RATING-1	17	21.	55	67.	43	53.	52	63.	41	50.	30	37.	23	28.	68	83.
RATING-2	32	39.	18	22.	27	33.	27	33.	27	33.	31	38.	36	44.	8	10.
RATING-3	14	17.	5	6.	9	10.	1	1.	8	10.	15	18.	9	11.	5	6.
RATING-4	10	12.	3	4.	2	3.	2	3.	2	3.	4	4.	3	4.	1	1.
RATING-5	9	11.	1	1.	1	1.			4	4.	2	3.	11	13.		
	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.
1-RA-Yes	7	42.	47	85.	39	90.	49	92.	34	83.	16	53.	21	92.	59	87.
1-RA-No	10	58.	2	3.	2	5.	2	7.	4	9.	12	40.	1	4.	5	7.
1-RA-ST.			4	9.			1	1.	2	5.	2	7.			2	3.
1-RA-?			2	3.	2	5.			1	3.			1	4.	2	3.
	17	100.	55	100.	43	100.	52	100.	41	100.	30	100.	23	100.	68	100.
2-RA-Yes	10	32.	14	77.	19	70.	23	48.	21	78.	15	49.	21	58.	7	87.5
2-RA-No	21	65.	1	5.	3	11.	2	26.	3	11.	7	22.	7	19.		
2-RA-ST.	1	3.	3	18.	5	19.	2	26.	3	11.	9	29.	8	23.	1	12.5
2-RA-?																
	32	100.	18	100.	27	100.	27	100.	27	100.	31	100.	36	100.	8	100.
3-RA-Yes	3	22.	1	20.	1	12.	1	100.	3	38.	6	40.	5	56.	4	80.
3-RA-No	10	72.	3	60.	4	44.			3	38.	4	26.	1	11.	1	20.
3-RA-ST.	1	6.	1	20.	4	44.			2	24.	5	34.	3	33.		
3-RA-?																
	14	100.	5	100.	9	100.	1	100.	8	100.	15	100.	9	100.	5	100.
4-RA-Yes	6	60.	1	34.	1	50.			1	50.	2	50.	1	34.		
4-RA-No	1	10.					2	100.			1	25.	2	66.		
4-RA-ST.	3	30.	2	66.	1	50.			1	50.	1	25.			1	100.
4-RA-?																
	10	100.	3	100.	2	100.	2	100.	2	100.	4	100.	3	100.	1	100.
5-RA-Yes	4	45.							3	75.	1	50.	4	36.		
5-RA-No	4	45.	1	100.	1	100.			1	25.			6	55.		
5-RA-ST.											1	50.	1	9.		
5-RA-?	1	10.														
	9	100.	1	100.	1	100.			4	100.	2	100.	11	100.		

RATING NUMBER	:	Question Number															
	:	17	18	19	20	21	22	23	24								
RATING-1		12	15.	15	18.	20	24.	23	29.	31	38.	17	21.	29	35.	20	24.
RATING-2		30	37.	15	18.	28	34.	18	22.	26	32.	32	39.	22	27.	35	43.
RATING-3		21	25.	18	22.	17	21.	21	26.	6	7.	18	22.	19	23.	15	18.
RATING-4		6	7.	5	7.	9	11.	7	8.	6	7.	3	4.	11	14.	5	7.
RATING-5		13	16.	29	35.	8	10.	13	15.	13	16.	12	14.	1	1.	7	8.
		82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.
1-RA-Yes		9	75.	13	86.	13	65.	21	92.	19	62.	13	77.	21	72.	13	65.
1-RA-No		2	17.	1	7.	5	25.	1	4.	7	22.	3	17.	4	13.	7	35.
1-RA-ST.		1	8.			1	5.			3	9.			3	10.		
1-RA-?				1	7.	1	5.	1	4.	2	7.	1	6.	1	5.		
		12	100.	15	100.	20	100.	23	100.	31	100.	17	100.	29	100.	20	100.
2-RA-Yes		8	26.	11	74.	19	67.	13	73.	14	74.	18	57.	18	81.	20	58.
2-RA-No		10	33.	1	6.	4	15.	2	11.	7	27.	3	9.	3	13.	9	25.
2-RA-ST.		12	41.	3	20.	5	18.	3	16.	2	8.	10	32.	1	6.	6	17.
2-RA-?										3	11.	1	2.				
		30	100.	15	100.	28	100.	18	100.	26	100.	32	100.	22	100.	35	100.
3-RA-Yes		7	33.	6	34.	5	30.	7	34.	2	33.	9	50.	11	57.	1	6.
3-RA-No		8	38.	8	45.	3	17.	8	38.	1	17.	4	23.	5	27.	10	66.
3-RA-ST.		5	23.	4	21.	8	47.	3	14.	3	50.	5	27.	2	10.	3	22.
3-RA-?		1	6.			1	6.	3	14.					1	6.	1	6.
		21	100.	18	100.	17	100.	21	100.	6	100.	18	100.	19	100.	15	100.
4-RA-Yes		3	50.	2	40.	5	56.	2	19.	2	33.	1	33.	8	73.	1	20.
4-RA-No		2	33.	2	40.	2	22.	3	43.	3	50.	2	67.			1	20.
4-RA-ST.		1	17.	1	20.	2	22.	1	19.	1	17.			2	18.	2	40.
4-RA-?								1	19.					1	9.	1	20.
		6	100.	5	100.	9	100.	7	100.	6	100.	3	100.	11	100.	5	100.
5-RA-Yes		4	30.	11	37.	4	50.	8	62.	3	23.	6	50.			3	43.
5-RA-No		8	62.	16	56.	4	50.	3	23.	9	69.	6	50.	1	100.	4	57.
5-RA-ST.		1	8.	2	7.			2	15.	1	8.						
		13	100.	29	100.	8	100.	13	100.	13	100.	12	100.	1	100.	7	100.

RATING	Question Number																	
NUMBER	25	26	27	28	29	30	31	32	33									
RATING-1	39	48.	59	72.	36	44.	49	60.	62	76.	2	3.	16	20.	22	27.	30	37.
RATING-2	35	43.	18	22.	22	27.	20	25.	17	20.	12	14.	26	32.	29	35.	34	41.
RATING-3	6	7.	5	6.	14	18.	5	6.			18	22.	18	22.	15	18.	10	12.
RATING-4					3	3.	1	1.	2	3.	9	11.	9	11.	4	5.	3	4.
RATING-5	2	2.			7	8.	7	8.	1	1.	41	50.	13	15.	12	15.	5	6.
	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.	82	100.
1-RA-Yes	31	79.	50	85.	28	77.	43	88.	56	90.	2	100.	13	81.	12	54.	23	76.
1-RA-No	8	21.	7	12.	5	13.	4	9.	2	3.					10	46.	6	20.
1-RA-ST.			2	3.	2	6.	2	3.	4	7.							1	4.
1-RA-?					1	4.							3	19.				
	39	100.	59	100.	36	100.	49	100.	62	100.	2	100.	16	100.	22	100.	30	100.
2-RA-Yes	22	62.	13	73.	7	31.	15	75.	13	77.	8	67.	17	65.	15	51.	18	52.
2-RA-No	7	20.	2	11.	8	37.	2	10.	1	5.	1	9.	3	11.	7	25.	10	29.
2-RA-ST.	6	18.	3	16.	6	28.	3	15.	3	18.	3	24.	6	24.	6	20.	5	15.
2-RA-?					1	4.									1	4.	1	5.
	35	100.	18	100.	22	100.	20	100.	17	100.	12	100.	26	100.	29	100.	34	100.
3-RA-Yes	2	34.	5	100.	8	57.	2	40.			7	38.	7	38.	4	26.	3	30.
3-RA-No	2	33.			2	15.	2	40.			7	38.	6	34.	6	40.	5	50.
3-RA-ST.	2	33.			4	28.	1	20.			4	24.	5	28.	5	34.	2	20.
3-RA-?																		
	6	100.	5	100.	14	100.	5	100.			18	100.	18	100.	15	100.	10	100.
4-RA-Yes					1	34.			1	50.	3	33.	4	45.	2	50.	1	34.
4-RA-No					1	33.	1	100.	1	50.	6	67.	3	33.	2	50.	2	66.
4-RA-ST.					1	33.							2	22.				
4-RA-?																		
					3	100.	1	100.	2	100.	9	100.	9	100.	4	100.	3	100.
5-RA-Yes	1	50.			3	43.	1	14.			16	39.	5	39.	4	34.	4	80.
5-RA-No	1	50.			4	57.	6	86.	1	100.	24	58.	8	61.	8	66.	1	20.
5-RA-ST.											1	3.						
5-RA-?																		
	2	100.			7	100.	7	100.	1	100.	41	100.	13	100.	12	100.	5	100.